



Accreditation Report

McEver Arts Academy

Hall County School System

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

McEver Arts Academy was created as a conversion Charter School adopting the Arts Integration Model in response to some specific needs of the McEver community. According to the demographic data taken from the 2008 Governor's Office of Student Achievement (GOSA), McEver has shifted over the past decade. In the 1998-1999 school year our student population was 20% Hispanic, 73% Caucasian and 5% African American with only 32% of our population qualifying for free or reduced-priced lunches. Our special needs students made up 8% and ESOL was 14% of the population. Currently the student population of approximately 520 students consists of the following subgroups: Hispanic 71%, Caucasian 23%, Economically Disadvantaged 91%, Students with Disabilities 13%, and Limited English Proficient 40%. As our population has changed, so has the educational level of our parents. Our Hispanic parents have little formal schooling and often do not send their children to pre-kindergarten because they have no way to transport. As a result, many of our students start school with very limited language (English or Spanish) and background experiences which are vital for academic readiness. To remedy this, we added a Headstart PreK in 2009, and then in 2010 we added a GA Lottery PreK Program. This January 2014, we added a Bright From the Start Bilingual Immersion PreK. As a result, more of our children are coming to school ready to learn. It is the mission of the McEver Arts Academy to offer students at the very earliest stages of public schooling opportunities to become proficient readers, creative thinkers, and problem solvers by engaging them via the Arts Integration Model. This model uses the art of dance, music, movement, drama, and visual arts to engage students in authentic learning of the Common Core Curriculum and the National Standards for the Arts. This way of teaching and learning helps make connections, expose students to various art opportunities, and improve student academic performance in all academic areas.

The curriculum of McEver Arts Academy includes all subject areas found in any elementary school, Reading, English/Language Arts, Math are the Common Core Curriculum with Science and Social Studies are the Georgia Performance Standards. McEver Arts Academy is a conversion Charter School that uses arts integration model. Arts integration is highly effective in engaging and motivating students. It supports the academic achievement and improved social behavior of students while enhancing school climate and parental involvement. It enlivens the teaching and learning experience for the entire school communities. At its best, arts integration is transformative for students, teachers, and communities. The imaginations and creative capacities of teachers and students are nurtured and their aspirations afforded many avenues for realization and recognition. The foundation of our school model is concentrated on experience to inquire, create, and reflect (Bernstein Model, 1992). Arts-based strategies will be utilized across all grade levels and all content areas to engage students and enhance concept development. In addition, we implement the Thinking Maps Program across all grade levels and content areas to provide students with a system to visually organize information for creative thinking and problem solving. The school stakeholders believe that the arts support the development of the whole child and that they provide important experiences that help to remove boundaries, allowing students to explore the world in new ways. The charter school provides a program of study that exposes and teaches students to appreciate and understand the art and culture of different regions of the world. Through the use of technology, we can bring the world into the classroom and provide our students many experiences that will allow them to compete with others who are from more affluent populations.

Even with the change in demographics, our community has remained supportive and involved, and our faculty has remained stable. Our school has an exemplary staff with a proven track record for improving student achievement over time by focusing on best practices and being resourceful and creative. Several former alumni have returned to teach in our school, and former alumni have their children attend McEver. Some awards of our school have been that McEver Elementary School was a Distinguished Title I School for 7 years and the recipient of the Character Through the Arts Transformation Grant in 2007. In the past six years, McEver faculty members have participated in professional learning that has prepared them to identify and implement a variety of arts-based strategies within the context of specific

content areas. Teachers have also worked collaboratively, within and across grade levels and with the ancillary teams, to build and execute extensive teaching units embedded with arts-related materials and activities aimed at enriching the students' experiences in the classroom. While our faculty has become somewhat proficient at creating and implementing these units, there is still much work to be done and there are many more units to create.

While the arts have, at times, been looked upon as being an "addition" to student experiences at school, it is important to understand the impact arts integration has on academic performance. According to the Profile of College-Bound Seniors National Report (College Board, 2005), students studying the arts for four or more years scored 65 points higher on the verbal portion and 43 points higher on the math portion of the Scholastic Assessment Test (SAT). Students in arts-rich schools are more adept at expression, cooperative learning, risk-taking, and measures of academic self-concept than students in "arts-poor" schools (Burton, Horowitz, & Abeles, 2000). Baum & Owen (1997) argue that academically at-risk students involved in arts-integration classrooms and programs that used arts to support academic classes made greater gains than did a control group. Another researcher reported that students who were highly involved in the arts not only performed better on a variety of academic measurements, but had a more positive self-concept and were less likely to drop out of school (Catterall, 1997). Noted education expert, Douglas Reeves, says that schools should establish a norm that every subject - including the arts - is worthy of the thought and discipline associated with academic study and that content-area teachers should be encouraged to integrate the arts into their classes (Reeves, 2007). Arts integration holds a significant place in human learning and cognitive experience. A rich array of arts skills and intellectual processes provide multiple entry points for students to approach content in other subject areas, while the arts instruction is likewise deepened through integration of content from the other subject areas. The arts provide students multiple modes for demonstrating learning and competency and naturally harness the joy of discovery and creation to give students the language, mathematical and thinking skills for a rich and successful life.

Integrating the Arts provides students the opportunity to learn through doing. Their academic lives are marked with the milestones of their own creation. Each step of the way, children can point to the results of their learning. Abstract concepts leave tangible results creating exceptional human beings. Academic concepts and skills are applied and experienced in artistic context. Arts integration allows students to explore their acquired knowledge and skills, while allowing teachers to assess authentic student learning. Elliot Eisner (2002) states, The arts teach students

... how to make good judgments about qualitative relationships;

... that problems can have more than one solution;

... to celebrate multiple perspectives;

...that in complex forms of problem solving purposes are seldom fixed, but change with circumstance and opportunity;

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

It is the mission of the McEver Arts Academy to offer students at the very earliest stages of public schooling opportunities to become proficient readers, creative thinkers, and problem solvers by engaging them via the Arts Integration Model. This model uses the art of dance, music, movement, drama, and visual arts to engage students in authentic learning of the Common Core Curriculum and the National Standards for the Arts. This way of teaching and learning will help make connections, expose students to various art opportunities, and improve student academic performance in all academic areas.

OUR MISSION

C R E A T E

Connect

Reflect

Explore

Apply

Think

Experience

OUR BELIEFS

We believe in the importance, worth, and dignity of all individuals.

We believe that high expectations must be established and clearly communicated.

We believe that teamwork and open communication are keys to improving the quality of learning.

We believe that a positive, non-threatening, and nurturing environment is conducive to learning.

We believe that it is the right and responsibility of every individual to be a productive member of our school community and our society.

We believe that the active learner is a lifelong learner.

We believe in the importance of multiple teaching frameworks (academic, cognitive, motivation and social) to construct meaning for all learners.

We believe an integrated curriculum that connects the arts encourages not only artistic development, but also development of the "whole" child.

OUR VISION

We envision McEver Arts Academy to be a culturally rich community where world change begins.

We envision McEver Arts Academy to be a culturally rich community that provides "all" students with opportunities to express their thoughts and feelings in varying dimensions.

We envision McEver Arts Academy to be a solid foundation; one that prepares our students to meet the demands of a technologically driven global society by challenging them in the areas of academics, physical fitness, and good character.

We envision McEver Arts Academy to be a platform for developing curricula that are significantly different among all learners by enhancing

all students learning through artistic creations.

We envision McEver Arts Academy to be a platform for the recognition of outstanding student achievement, regardless of the arena.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

In the past 4 years, McEver Arts Academy has worked at implementing the Arts Integration Model in our school and classrooms with fidelity. The Arts Integration Model is a three level approach that intends to provide a variety of arts activities to engage all students while integrating the required Common Core Standards and proficiency skills in all content areas.

At level one, this approach to instruction engages students via hands-on activities exploring a wide variety of modalities or learning styles providing the important background knowledge that our student population needs. Each teacher has been trained in authentic use of arts-based strategies which include using components of dance, movement, music, visual arts, and drama.

Level two will create professional learning communities of teachers working together to build interdisciplinary units that integrate authentic art and art activities. Units will be developed and implemented using the standards for developing engaging units. Teachers will be provided the planning time (with the flexibility provided by the charter in scheduling and class size requirements) necessary for designing effective integrated units. Incorporated into the design of each unit are the concepts of inquiry, creation, and reflection providing a focus on a masterwork to expose our students to the artwork of world-class artists. These works help to make connections, build background knowledge, and provide a focus for thinking and discussions. These interdisciplinary thematic units will incorporate the use of technology (distance learning, websites, video, movie making) while building conceptual understanding and bringing the curriculum to life for all our students (especially our growing population of English language learners) with real world connections (Croley & Khourey, 2007). In addition to promoting collaboration within the walls of the school, Level II also encourages collaboration between teachers and professional artists and resources from the Gainesville community and beyond (Mace & Lieberman, 2009). Level three involves using a great deal of organizational innovations, expanded collaboration, and critical and creative thinking in order to fully implement arts integration as set forth in our vision of an arts integration charter school. We have explored and experimented with various approaches and utilized technology and innovation, then reflected and refined those approaches to polish our integration skills. Continued professional learning and additional resources (technology) play a pivotal role in the design and development of a true arts charter school. Level III is comprised of expanding experiences and arts opportunities for all students to build memories and background knowledge (Marzano, 2004). Our goal is to expose our students to many art experiences so adjustments to the schedule and class size to provide special offerings from which the students may choose according to interest level and ability. We have been able to take advantage of the artistic expertise of the Gainesville Arts community, Brenau University, Gainesville State College, and even experiences via video conferencing with world class artists (partnership with Georgia Tech) to teach classes and workshops rather than the required educator with early childhood certification. In these specialty classes our students will create products such as producing videos to teach concepts, designing original games, implementing service learning experiences, learning to play an instrument, performing a play, exploring storytelling through music, and planting a garden. Opportunities for our students at this level have included performances and student art exhibitions within the school and throughout the community, art camps and concerts provided by our art partner, and artist in residency programs to expose our students to the visual arts, dance, drama, music, and movement.

As a result of these activities, our attendance rates have gone up, student achievement as measured by the CRCT in Reading, ELA, and Math have increased each year, and student scores on the State Writing Assessment for 5th Graders have increased as well. Not only are more of our students meeting on the CRCT, but we have made 2% gains in the number of students exceeding. Our students are more engaged and their parents are more involved. Teachers are energized, despite the new Teacher Evaluation System (TKES) and the new Common Core Curriculum. Transforming our school into an Arts Integration Charter School has been a positive experience (according to the perception surveys collected) for our students, teachers, and families!

In addition to our achievement as a Charter School, our school has been recognized as a Bronze School in 2013 and a Silver School by SY 2014-2015

the National Healthy School Alliance in 2014. We also received the state of Georgia Governor's Gold Award for Healthy Schools in 2013. These awards have provided our school with opportunities for grants of \$9000 for additional classroom equipment for Physical Education, Healthy Food Mural, and pedometers.

Our goal for the next 3 years is to continue to improve student achievement in all content areas.

- We will continue to focus on the implementation of our charter with fidelity. This will include training new teachers in the arts integration model, providing opportunities for students to experience and create using the arts, and to sustaining the special programming.
- We will continue to use the work of Lucy Calkins to guide our instruction in Reading and Writing Workshop as we teach the Common Core Curriculum utilizing the mini-lesson, independent work, conferencing, and sharing.
- We will teach the Common Core in Math in small group utilizing Hall County developed units including Singapore materials, State Frameworks, Exemplars, Partner Games, and Every Day Counts.
- We will emphasize writing in Kindergarten through 5th grade using the same rubric across grade levels, conferencing to improve the writers, publishing works routinely, and using tools such as Thinking Maps across grade levels to help students to organize their thinking.
- We will use technology as a teaching and learning tool in our classrooms to prepare our students with 21st century skills.
- Teachers and students will set learning goals and monitor progress towards goals and share progress with parents.
- We will continue to work on differentiation of instruction and to promote rigor for our students.
- We will continue to focus on being a healthy school striving for the Silver School award with the Healthy School Alliance.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Although our scores have increased and are students are showing growth, we do not beat the System or the State averages in Reading, ELA, Science, or Social Studies. We are doing very well in Math showing consistent gains. We are in the process of determining whether or not to renew our charter or apply for a Hall County School of Choice. All stakeholders re involved with this process.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •The school's statement of purpose 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•Survey results•The school continuous improvement plan	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 1 Narrative (1.1): The school engages in a systematic process to review, revise, and communicate a school purpose for student success. We have systems in place for Title I, Charter School, GAPSS Review Process, and ongoing School Improvement.

As a Title I school, a process is in place to collect data through stakeholders surveys and meetings with teachers and parents to write a Title I Plan, Parent Involvement Plan, and School/Parent Compact. These plans are developed and revised, then communicated at an annual Title I meeting, in writing sent home, and on the school web site. Parent programs, parenting classes, student assistance programs, additional staff support, and additional resources to meet the needs of our student population are the results of this work. McEver has ESOL, EIP, Reading Intervention, Migrant, Translator, and Parent Liaison who all support the unique needs of our students and community.

A similar process is in place for McEver Arts as a Charter school. Annually, we collect data through a charter survey and then we plan our Special Programs, CREATE Classes, Extracurricular activities, and Academic Goals based on the results of the surveys and test data. This is the work of the Charter Governing Board, Leadership Team, and the staff. This plan is implemented by teachers through CREATE classes, collaboratively developing integrated units, Special area teachers as they integrate the core curriculum in the special area classes, and by our instructional coach as she plans professional learning for the staff. Many community members volunteer to make our programs

McEver Arts Academy works with the GAPSS review process every 5 years in the self assessment process. Again, we survey all stakeholders and rate each standard based on a rubric similar to that used by AdvanED. This review is used to determine what is working, what is not, and what are the recommendations from the visiting team. The players for implementing our charter and charter goals include all staff members. They are involved in the analysis of the data, planning and development, and implementation. Documentation for all 5 years of the charter is available.

McEver Arts Academy utilizes an ongoing School Improvement process. At each grade level, multiple forms of student performance data are analyzed to determine strengths, weaknesses, trends, and patterns. Each year, the Leadership Team uses this data to develop and communicate the School Improvement Plan (SIP). The professional learning objectives support the needs of this plan. All teachers are expected to follow the SIP throughout the year.

The systems are in place and effective due to the regulations of Title I, GAPSS, and Hall County System requirements. Our stakeholders

have decided not to renew the Charter but to go School of Choice implementing the same plan. Our Leadership Team and School Council will monitor the progress to ensure the fidelity of the original charter goals as we transition to a Hall County School of Choice for Arts Integration.

The systems ensure that the school leadership and staff commit to a culture that is based on shared values, beliefs about teaching and learning. Stakeholders support a challenging environment with quality and equitable opportunities for all learners. We use the arts to teach the common core curriculum through arts based strategies, arts integrated units, and providing experiences to our students that they might never have to promote creativity and 21st century skills. These are all components of McEver Arts charter and title I plan. It was evident and noted by the GAPSS Team. Our teachers are held accountable for implementation process of the Title I Plan, SIP, and GAPSS through the teacher evaluation system called TKES. As part of their annual evaluation, teachers are rated on the efforts they make at implementing the goals of Title I, Charter, GAPSS, and the SIP. Along with SIP goals, teacher set grade level or content goals and throughout the year progress towards these goals are monitored.

McEver Arts Academy uses a site-based management system that includes representation of all stakeholders in the decision making process. Our structure includes Grade Level Teams, and then each staff member is part of one school level team to include: Leadership, School Safety/Health, Student Support, and Media/Technology. Our staff is represented on our Charter Governing Board and PTO Executive Board. The Charter Governing Board is an advisory board for all school decisions. The PTO Board works on planning events and fundraising. We have a successful Parent Involvement Program and many parents that are involved with our school as evidenced by participation in events such as Open House, Curriculum Nights, Performances, Parent/Teacher Conference, Parent Meetings, Parent Classes, and Classroom Activities. Representatives from all groups are involved in the decisions made at McEver Arts.

The area for improvement according to the AdvancEd rubrics is Standard 1.3. Although many parents are involved (not all), our staff believes that additional support from parents can and will benefit the academic achievement of their children.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Staff handbooks 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Governing body minutes relating to training •List of assigned staff for compliance •Governing body training plan •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •Link to Hall County website, EBoard for Policy, Board Minutes, Compliance Director, School Council Training, 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Survey results regarding functions of the governing body •Agendas and minutes of meetings •parent survey SharePoint site - Title 1 and 2 McEver Arts GAPSS Final Report 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan •collaborative planning notes SIP PLU plan RTI Meeting Schedule Mission Statement GAPSS Process 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan •snack and learn evaluation PTO Meetings Newsletter Charter Board Title I Surveys, Charter Surveys, GAPSS Survey Parent Involvement Plan Monthly Parent Plan 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •Representative supervision and evaluation reports •Survey Professional development needs conferences TKES feedback School Improvement Plan Professional Development Plan - late days PLU Plans TKES Plans 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The governing body of McEver Arts has established policies and supportive practices that ensure effective administration of the school. Each grade level has a collaborative grade level team that analyzes data, determine needs, acquires resources, plans for instruction, and develops on going assessments. Student progress is monitored and communicated to parents routinely in multiple ways. Each grade level and special area has representation on the Leadership Team. This team creates systems for monitoring the progress, analyzing data to determine the needs of the school, and developing programs. They determine needs, budgets, and resources to meet the needs of our SY 2014-2015

learners. They also develop and monitor the SIP routinely as well as being charged with recruiting new staff members. All staff members serve on a school level team for Media/Technology, Student Support/RTI, School Safety/Health, and/or Leadership. Each Team meets and makes decisions about programs, resources, and acquisitions. The SIP plan is used to guide all decisions at McEver Arts.

Being a Charter School, we have autonomy from HCBOE. We are governed by our Charter Governing Board. Teachers, parents, community members, and business partners are represented on the Charter Governing Board. Each member serves for two years and goes through a training about their role and the purpose of the Governing Board. The Governing Board is very supportive of the School Leadership Team and the work they do for the school. McEver also has an active PTO Board consisting of parents and teachers. This board plans events for families to promote community and fund raising.

Our greatest area of strength is effective communication with stakeholders in our school and community. We communicate with parents using surveys, snack-n-learns, monthly news letters and PTO meetings. We use these avenues to gather information and data to better meet the needs of our students, families and community. Stakeholders are involved in major decisions related to our school improvement plan through the Charter Board, Title I meetings, TEAM meetings, and PTO. One of our greatest challenges is communication with our non-English speaking families with limited amount of translators for conferences and meetings. To utilize our resources most effectively we strategically schedule meetings to best benefit our students, families and community.

Another strength for our school has been our teacher evaluation system, TKES. As a Race to the Top District, our system/school implemented TKES/LKES evaluation system for teachers and leaders 4 years ago. This process is used as a growth instrument to improve teaching practice. Teachers reflect on their practice, set goals, and have 6 observations per year with conferences about their practice and student performance. This has been a very effective tool at monitoring and improving both teacher and student performance.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.5

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Posted learning objectives •Course schedules •Descriptions of instructional techniques •Groups/Conferences, EIP Checklist, Grading Assessment as a team, Units (reading, ELA and math) county wide pathways, goal setting, differentiated instruction through small groups and individual conferences, RTI - progress monitoring, GAPSS Survey, Charter Survey, AdvancEd Survey 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Common assessments •Standards-based report cards •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •DRAs, CRCT, running records, pre/post test, unit assessment, input to Peavy and Wall, math DMA, SLOs, Dibels, (RTI process), schools meet with Patty Robinson to suggest changes to units 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Interdisciplinary projects •Lesson Plans, snow day project, DMA, Dibels, unit assessment, Exemplars/frameworks, DOK, PL , leveled book room/ 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •PL (reading, math, tech, committee meetings), report DRA data to school admin, school improvement plan, collaborative planning (art, music, PE) 	Level 4

Accreditation Report

McEver Arts Academy

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Peer coaching guidelines and procedures •Examples of improvements to content and instructional practice resulting from collaboration •PL plan, DRA/RR, units revised yearly, school Improvement plan, mentors 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Survey results •Samples of exemplars used to guide and inform student learning •Afterschool Extension, boot camp, curriculum guide, SEARCH, differentiated instruction, conferences. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> •Professional learning calendar with activities for instructional support of new staff •snack and learn, staff handbook, teacher mentors, Instructional coach meeting with new teachers 	Level 3

Accreditation Report

McEver Arts Academy

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •Volunteer program with variety of options for participation •PTO Snack and Learn, Mc PIP, parent conferences, newsletters, parenting classes, agendas, Fall Festival, Movie Night, Kindergarten registration 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Survey results •Curriculum and activities of formal adult advocate structure •Description of formal adult advocate structures •Classroom teacher, nurse, social worker, RTI teams. EIP, ESOL, gifted, counselor, mentor program, Media (PE, Art, Music) 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Results of evaluation of professional learning program. •Evaluation tools for professional learning 	Level 4

Accreditation Report

McEver Arts Academy

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	<ul style="list-style-type: none">•List of learning support services and student population served by such services•Training and professional learning related to research on unique characteristics of learning•Data used to identify unique learning needs of students	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Strengths: 3.2, 3.4, 3.8, 3.9, 3.11, 3.12

McEver Arts Academy's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning. Data from multiple assessments of student learning is used to monitor and adjust curriculum and instruction. Through professional learning time every Tuesday, teachers are provided opportunities to work on vertical and horizontal alignment in order to continuously improve instruction and assessment. Teachers examine student work and analyze county-created common assessments and adjust classroom practices that are implemented with whole groups of students, as well as with small groups and individual students. Teachers also had the opportunity to give feedback to central office staff in order to make changes to county-wide common assessments. All of the collaborative work in this area is closely tied to the school's SIP.

The leadership at McEver consistently monitors instructional practices through the collaborative planning sessions that are held weekly at grade level planning time and through professional learning on Tuesday afternoons. These required sessions allow teachers to reflect and evaluate procedures and leadership to work alongside teachers in order to ensure that the values and beliefs of the school are being upheld in the classrooms. Running Record scores and DRA results, as well as all common assessments, are also shared with administrators through these meetings. RTI meetings are also attended by leadership and individual students are discussed.

Families are engaged in meaningful ways at McEver. Through PTO meetings and Family Fun Nights, Snack and Learn sessions, McPip (McEver's Parent Involvement Program), and parenting classes, McEver parents have multiple opportunities to be involved with their child's education. In addition to these experiences, parents receive class agendas, monthly newsletters and are invited to conferences with their children's teachers. Other opportunities include Fall Festival, plays in classrooms, math class observations, and writing celebrations.

McEver personnel participate in long-term interactions with students. This environment is created through students building relationships with many adults throughout the building. Most classes consist of a classroom teacher, as well as an EIP and/or ELL teacher working in the room on a daily basis. The counselor teaches sessions in the classrooms and also conducts small group meetings with students. The instructional coach models lessons in classes, as well as the assistant principal and principal. In addition to these model lessons, the principal reads with every first grader and sets goals with each fifth grader. The school nurse also goes into classrooms and talks to students about health issues. Also, the music, art, PE, gifted, media specialist and resource teachers are advocates for students' needs in the school. Outside of school personnel, we have a mentor program which invites adults in to work with individual students.

All staff members at McEver participate in a rigorous, continuous program of professional learning. Each Tuesday afternoon all staff members participate in an ELA, Math, or Technology professional learning session. These sessions are based on school needs as identified in the SIP. The professional learning is evaluated through classroom walk-thrus, teacher reflection, and collaborative planning sessions at grade level planning time. Student work is examined in order to make adjustments to professional learning. Teacher needs assessments

are also completed by teachers to evaluate effectiveness of sessions. Teachers are also participating in math labs (per grade level) and also ELA Lesson Studies (per grade level). In addition to required professional learning sessions, optional classes are available such as writing club and a book study related to reading instruction.

McEver personnel systematically and continuously use data to identify unique learning needs of all students. Data is used to identify students who qualify for ELL services and EIP assistance in the classroom. Data is also used to identify students in need of RTI interventions and progress monitoring. These students are closely monitored and monthly meetings are held to chart the progress toward their goals. McEver Arts Academy has bilingual immersion classes available Pre-K through first grade in order to meet the needs of our students who are learning a second language. There are also weekly CREATE classes open to all students, as well as after school sessions, that teach violin, dance, guitar, cooking, science experiences, etc. Afterschool Extension classes, one afternoon a week, help students with needs in reading and math. Reading intervention classes are also available for additional help in the area of decoding and comprehension. Creative scheduling allows support for all teachers through EIP, Resource, ELL, and/or Paraprofessionals. All of the schedules, support, and practices are based on all of our staff staying current on research related to unique characteristics of learning through professional learning opportunities.

Needs: 3.3

Technology used as an instructional resource and learning tool continues to be an area of weakness. Although there are many devices available for students to use, the network will not support the use of schoolwide technology.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.86

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff •Degrees, certification, CPR/AED, endorsements, Title 2A, Personnel Staffing meeting 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar •Leadership team meetings, can't fund all desired programs, CREATE funding, schedule, Title I funded positions, paras trained for instructional support 	Level 3

Accreditation Report

McEver Arts Academy

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	<ul style="list-style-type: none"> •Records of depreciation of equipment •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes •Fire drill report, 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Policies relative to technology use 	Level 2

Accreditation Report

McEver Arts Academy

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students •Laura, MImi, DFACS, McPIP 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Description of IEP process •Description of referral process 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

McEver Arts Academy has many strengths and processes in place to support Standard 4. One strength is in our hiring practices- Our principal meets with the superintendent each Spring to discuss the staffing needs and allotments based on the student populations to include Parapro support, EIP, ESOL, and SPED. Title I funds provide us with an Instructional Coach as well as Intervention Teachers for Math and Reading. All candidates are screened by a committee of principals at the system leveled and then allowed to interview at the schools. Our administrators participate in the system level screening committee and at the school level the leadership team interviews candidates. This ensures that schools are going to have opportunities to see candidates with skills that match the needs of the school. Our school is fortunate to be a part of the University of North Georgia Professional Development Communities (PDC) for pre service teachers who work in our school for the whole year as Juniors and Seniors. These individuals end up being excellent candidates for teaching positions. All staff members at McEver are High Q with the majority with higher degrees.

Our staff believes that instructional time is protected, resources are readily available, and a focus on continuous improvement are priorities at our school. With funding from federal programs, our school has an abundance of resources and opportunities for professional growth. We have been able to sustain our CREATE Classes and the arts integration work in our school through PTO and Partners in Education support. Needless to say, there have been some artist residencies that have not been funded due to the lack of instructional money or school funds. Additional funding for arts in school programs is always a need.

We are a safe school with new practices in place this year to include the Raptor System, Sheriff's patrol, and double security doors. Exit doors have been unkeyed to promote security. Monthly drills are implemented and recorded with the state and students have been trained not to let anyone into the school. The building is over 60 years old and is well maintained by Hall County Maintenance Services. It is cleaned daily by an outside service that has had difficulty staffing the right combination of staff to keep it up to our standards. We have a full-time nurse and counselor, support staff to include PT, OT, Social Workers, and Student Services staff with community resources to take care of our students and families. At McEver, health and making healthy choices is a priority. Our school is one of seven schools in the state to be awarded SILVER from the National Healthy School Alliance. The work of the School Safety/Health Team is to promote school safety and student health. In addition, our students participate in Stephen Covey's " 7 Habits of Happy Kids" , Safe Kids, ADVANCE Program, Good Touch Bad Touch, and Red Ribbon Week to promote healthy choices.

Technology is both a strength and an area for improvement. Although we have almost a 1-to-1 ratio for students: devices, sometimes the network in place has difficulty supporting this load. In addition, many of our students still do not have access to technology at home which is an obstacle. Finally, teachers are at different levels of use with technology as a teaching tool so this is an area that we continue to support with professional learning.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Evidence that assessments are reliable and bias free 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Written protocols and procedures for data collection and analysis 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use 	Level 3

Accreditation Report

McEver Arts Academy

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Agendas, minutes of meetings related to analysis of data•Evidence of student growth	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none">•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders•Executive summaries of student learning reports to stakeholder groups	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Strengths: 5.1 - 5.5

McEver Arts Academy's personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures in order to ensure consistency across all classrooms and courses. All teachers use county-created common unit assessments in the areas of reading, writing, and math. Running Records are used monthly to assess reading progress, as well as DRA 2-3 times per year. Grade levels meet to create other assessments and to evaluate the effectiveness of current county-created assessments. Comments are sent to central office staff about the effectiveness of these assessments and changes are made.

Data is collected and analyzed from multiple sources. Classroom teachers, as well as support staff and leadership, attend meetings to review data and make decisions about student learning. Unit assessments in reading, writing, and math, as well as teacher-created assessments in science and social studies, are examined. DRA results and Running Record scores are recorded on a shared site for all teachers and leadership to evaluate student progress. Decisions about student learning, instruction, and effectiveness of programs are made by all staff, using data collected.

The school improvement plan that is created each year, based on data, is used to guide instruction. From this plan teachers and grade levels create year-long action plans for instruction and assessment in an area of need for the students in each particular grade level. The teacher/grade level plan is determined by data collected from the previous year. This plan is reviewed frequently by classroom teachers, support staff, and leadership in order to ensure future success in the next grade level.

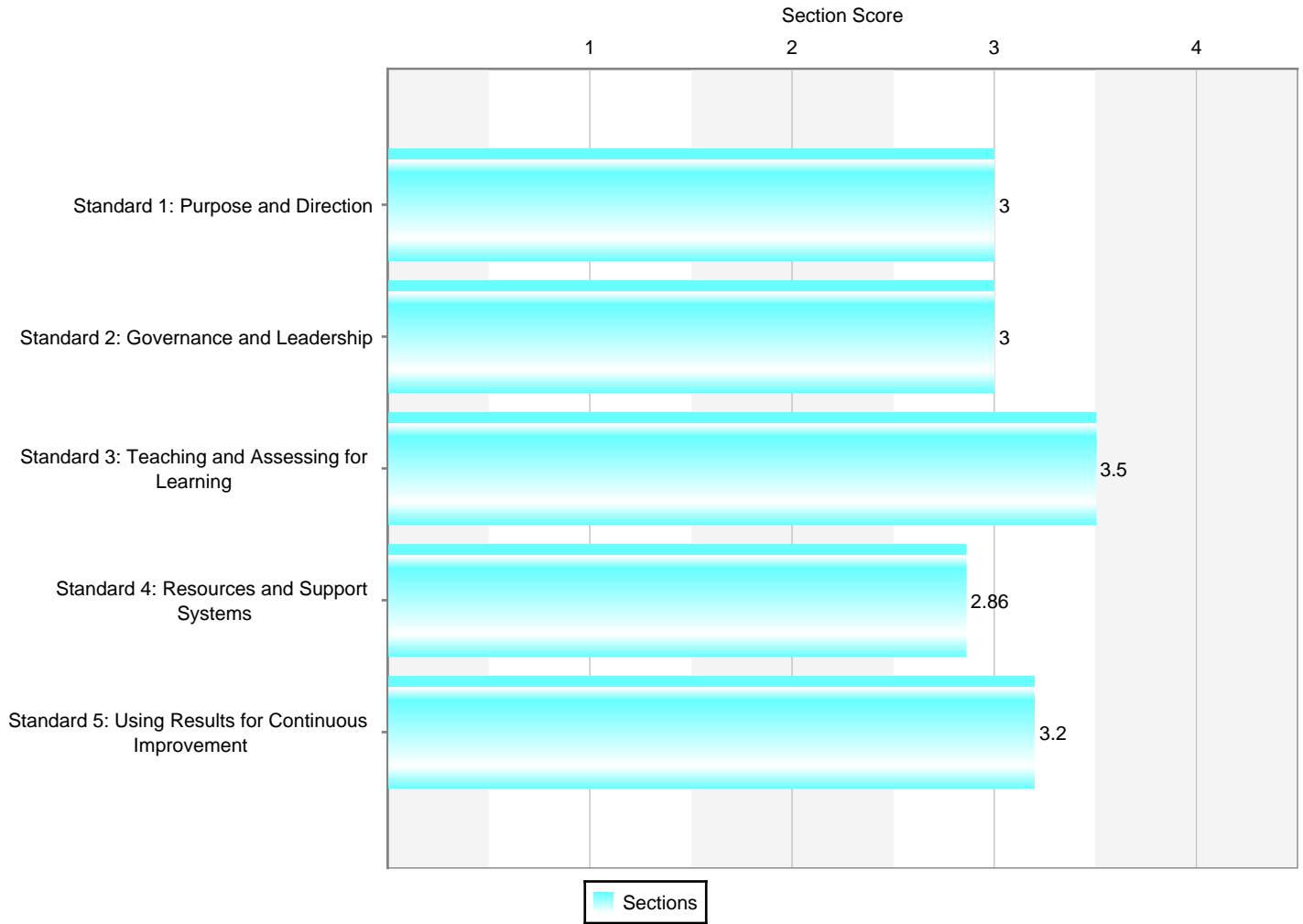
Leaders at McEver monitor comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals. The results are regularly delivered to all stakeholder groups, using multiple delivery methods. At the beginning of the school year, the leaders share CRCT results with staff, snack and learn parents, and Title I meeting attendees. Parents are also informed of results during conferences, as well as through home visits, when needed. Leaders meet with students and conduct test chats so that each student is informed of his/her own progress and encouraged to set goals for himself/herself. GAPSS staff survey results also support that this is a strength at McEver Arts Academy.

Need: 5.3

Although professional and support staff at McEver are trained in the use of evaluation and interpretation of data, there continues to be a need to improve training in this area.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		McEver Stakeholder Feedback Worksheet McEver Stakeholders Feedback Data Document

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

For the Parent Level Survey, Standard 1, Purpose and Direction, yielded the highest level of satisfaction or approval. Standard 4 (Resources and Support Systems) and Standard 5(Using Results for Continuous Improvement) were the next highest level of satisfaction or approval. The lowest level of satisfaction or approval, but not significantly lower (4.25), was Standard 2, Teaching and Assessing for Learning.

For the Student Level Survey, Standard 1, Purpose and Direction, and Standard 4 (Resources and Support Systems) yielded the highest level of satisfaction or approval. Again, the lowest level of satisfaction or approval, but not significantly lower, was Standard 5, Results for Continuous Improvement.

For the Staff Level Survey, Standard 1, Purpose and Direction, yielded the highest level of satisfaction or approval. Standard 4 (Resources and Support Systems) and Standard 5(Using Results for Continuous Improvement) were the next highest level of satisfaction or approval. The lowest level of satisfaction or approval, but not significantly lower (4.55), was Standard 3, Teaching and Assessing for Learning.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

We collect data through Title I and Charter Surveys annually. The parents continue to demonstrate satisfaction with our school and the offerings for their children. The area(s) that show a trend toward increasing stakeholder satisfaction or approval: Standard 1- Purpose and Direction was the highest scored standard by all stakeholder groups.

For the Parent Level Survey, Standard 4 Resources & Support Systems and Standard 5, Using Results for Continuous Progress yielded the highest level of satisfaction and an upward trend.

For the Student Level Survey, Standards 1 Purpose & Direction and Standard 4 Resources and Support Systems yielded the highest level of satisfaction and an upward trend.

For the Staff Level Survey, Standards 1 Purpose & Direction as well as Standards 2 Governance & Leadership and Standard 4, Resources and Support Systems also yielded the high levels of satisfaction and showed an upward trend.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Reported findings of the Parent Survey are consistent with findings from the Staff and Students stakeholder's feedback sources. Each stakeholder rated Standard 1 Purpose & Direction as a notable achievement with about the same rating. The mission of the school is stated daily and high expectations for learning are evident in the teaching and learning practices which include an arts integration focus. The purpose and direction is regularly communicated to parents through multiple mediums to include Newsletters, Quarterly Parent Meetings, PTO Events, Curriculum Nights, Informational Meetings, Parent/Teacher Conferences, Progress Reports, Report Cards, School Website, Teacher Web Pages, and Classroom Events.

For the Parent Level Survey, Standard 4 Resources & Support Systems yielded the next highest level of satisfaction. Our Parent Involvement Program provides support to our Hispanic and ELL families which make up over 70% of our population. All Arts Integration Activities of the school are supported and directly align with the mission of the charter.

The results of these surveys aligned with the results of the Stakeholders Surveys for Title I and Charter.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

For the Parent Level Survey, Standard 3, yielded the lowest level at 4.3 out of 5, of satisfaction or approval.

The Student Level Survey also indicated Standard 5 as yielding the lowest level of satisfaction or approval.

For the Staff Level Survey, Standard 3 yielded the lowest level of satisfaction or approval. Standard 3, 4.3 of 5, represents teaching and assessing for learning.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Our recent, 2013 GAPSS Surveys of teachers reflected extremely high levels of satisfaction and approval across all standards. The area of lowest results on this survey for staff were Standards 3- Teaching and Assessing of Learning and Standard 5- Using Results for Continuous Improvement. We are addressing these areas with the Teacher Keys Evaluation System (TKES).

What are the implications for these stakeholder perceptions?

The implications for these stakeholder perceptions:

For the Parent and Students, more emphasis and communication regarding students' current level of achievement and support for continuous academic improvement.

For the Staff, more emphasis on data analysis and opportunities to collaborate for instructional planning/implementation.

We think that the results of all surveys are positive and reflect a collaborative environment between all stakeholders.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

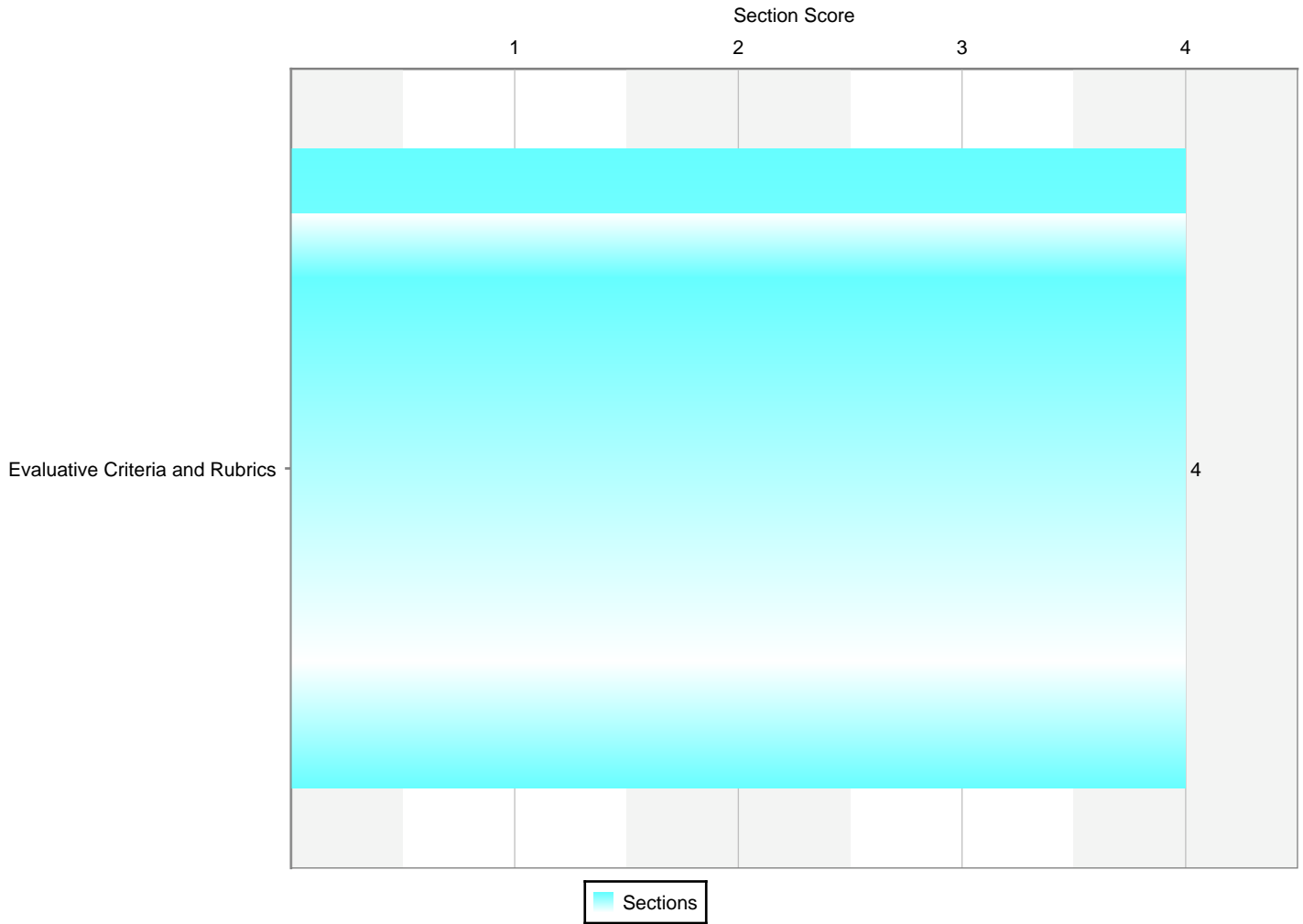
The reported findings of the staff surveys are consistent with findings from the parent and student stakeholder's feedback sources.

Each source cited the need to analyze data from the assessments and develop appropriate lessons to meet the needs of the students. Also using the data to plan for continuous progress was evident in these results. Providing feedback to students and communicate regularly with parents is also a priority for our staff.

Although our parents are involved in our school with excellent participation for PTO meetings, parent meetings, parent/teacher conferences, and special classroom events, staff would like more parents to volunteer at PTO activities.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		McEver Arts Student Performance Data McEver- Student Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

The McEver Arts Academy data has been collected from multiple sources to include DRA/Running Records, Development Math Assessment (DMA), Unit Assessments, and SLOs in Kindergarten -3 in addition to the the CRCT in grades 3, 4, and 5 in all content areas. In addition, Kindergarten has GKIDS and the 5th grade has the state assessment in Writing. The areas that our students perform above the expected level of performance is in Reading as measured by the % of students meeting and exceeding on the CRCT and on or above grade level on the DRA. In addition, in Math in 4th Grade as measured on the CRCT in 2014 where all students met or exceeded. Overall our Math scores in grade 3-5 for 2014 out performed the system and the state. Also above the expected level of performance is the % of students exceeding in Reading and Math as measured on the CRCT has grown over 2% each year. Finally, our 5th graders scored well on the 5th grade Writing Assessment with almost 80% of our students meeting or exceeding.

Describe the area(s) that show a positive trend in performance.

Students in grades 3-5 are out performing the state and system in Math. The % of students exceeding in all content areas as measured on the CRCT is growing significantly. Although there is still room for growth, gains are being made in Science and Social Studies on the CRCT in grades 3-5. Finally, our students continue to grow as writers as measured by the 5th grade State Writing Assessment.

Looking at sub groups, in ELA, 16% of our ELL students have exceeded which outperforms the state and system. In Math, our ELL Students are making gains. The trend is consistently improving in meeting and exceeding performing higher than the system and state. In Reading, 84% of our ELL students met or exceeded on the CRCT continuously improving for the past 3 years and at a higher than the system and state. In Science and Social Studies our ELL students have made significant gains and have outperformed the system and state for the past 3 years. In Math, our SWD students out performed the system and state for the past 2 years. In Science, our SWD students have made gains for the past two years and out performed the system and the state. Across all content areas our Hispanic students are performing well. The trend for three years shows growth across all content areas.

Which area(s) indicate the overall highest performance?

By 5th grade, almost 94% of our students are meeting or exceeding in Reading.

In 4th grade, 41% of our students exceeded in Reading.

Our ELA scores are above average with about 90% meeting/exceeding. Considering that 73% of our population are English language learners these scores reflect quality performance.

In Math, the average of the percentage of students meeting/exceeding in grades 3-5 was 86% which beat the system and state. 43% of our 3rd graders and 52% of our 5th graders exceeded in Math.

Which subgroup(s) show a trend toward increasing performance?

Across all content areas our Hispanic students are performing well. The trend for three years shows growth across all content areas. In ELA, SY 2014-2015

16% of our ELL students have exceeded which outperforms the state and system. In Math, our ELL Students are making gains. The trend is consistently improving in meeting and exceeding performing higher than the system and state. In Reading, 84% of our ELL students met or exceeded on the CRCT continuously improving for the past 3 years and at a higher than the system and state. In Science and Social Studies our ELL students have made significant gains and have outperformed the system and state for the past 3 years. In Math, our SWD students out performed the system and state for the past 2 years. The percentage of students exceeding was 38% in 2014 which was a significant gain. In Science, our SWD students have made gains for the past two years and out performed the system and the state.

Between which subgroups is the achievement gap closing?

This past year, ELL and Hispanics improved performance closing the achievement gap.

Which of the above reported findings are consistent with findings from other data sources?

Reading and Math Scores are improving on all measures.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Although scores are improving, Science and Social Studies in grades 3-5 as measured by the CRCT are still lower than state and system averages.

Describe the area(s) that show a negative trend in performance.

Although this past year students with disabilities performed better, there has not been a consistent trend for this subgroup.

Which area(s) indicate the overall lowest performance?

Science and Social Studies indicate the lowest overall performance. Resources, professional learning and materials, have been designated to enhance instruction in these content areas.

Which subgroup(s) show a trend toward decreasing performance?

SWD students continue to perform significantly below other subgroups as well as all students.

Between which subgroups is the achievement gap becoming greater?

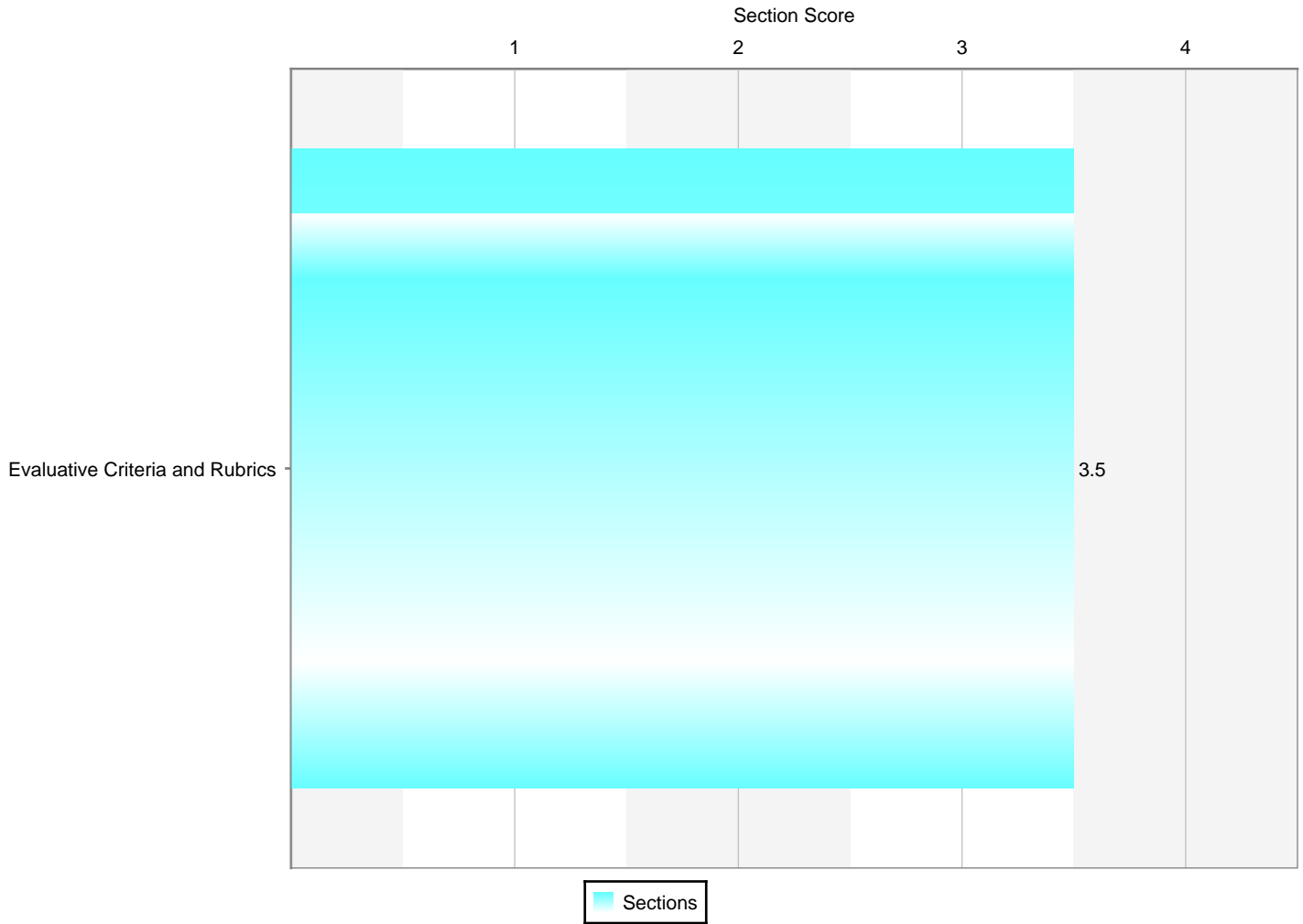
Although SWD are making gains, there continues to be a significant achievement gap between their performance and the performance of other subgroups and all students.

Which of the above reported findings are consistent with findings from other data sources?

The data gathered from the CRCT in grades 3-5 are analyzed and compared with other sources. The findings from all data sources are similar with one exception. Last year, students in 3rd grade did better on the CRCT with 92.1% meeting or exceeding compared to only 79% on or above grade level according to the end of the year DRA. This discrepancy is noted. The analysis indicates that vocabulary and comprehension in Reading and number sense and reasoning in Math are the areas that need improvement. In addition, we also analyze student performance on the Hall County's Unit Assessments in Reading/ELA and Math, Math Drill assessments, Calendar Math Assessments, Running Records, SLOs (K-3), GKIDS (kindergarten) and ongoing Formative Assessments. Students' performance on these measures are consistent with our findings.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		McEver SIP 2014-2015 McEver SIP 2013-2014