



Accreditation Report

Tadmore Elementary School

Hall County School System

Ms. Robin Gower
3278 Gillsville Highway
Gainesville, GA 30507

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information.....	7

Self Assessment

Introduction.....	9
Standard 1: Purpose and Direction.....	10
Standard 2: Governance and Leadership.....	13
Standard 3: Teaching and Assessing for Learning.....	16
Standard 4: Resources and Support Systems.....	21
Standard 5: Using Results for Continuous Improvement.....	24
Report Summary.....	27

Stakeholder Feedback Diagnostic

Introduction.....	29
Stakeholder Feedback Data.....	30
Evaluative Criteria and Rubrics.....	31

Areas of Notable Achievement..... 32

Areas in Need of Improvement..... 33

Report Summary..... 34

Student Performance Diagnostic

Introduction..... 36

Student Performance Data..... 37

Evaluative Criteria and Rubrics..... 38

Areas of Notable Achievement..... 39

Areas in Need of Improvement..... 41

Report Summary..... 42

AdvancED Assurances

Introduction..... 44

AdvancED Assurances..... 45

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?

Tadmore Elementary is one of 20 elementary schools in Hall County School District. It is located in Gainesville, GA., a mid-size city approximately 36 miles from Atlanta. A Title I school, Tadmore has a total population of 525 --students, 51% is male and 49% female, 76% is Hispanic, 18% is White/non-Hispanic, 3% is Black/Non-Hispanic, 2% is multi-racial, and 1% is other. Approximately ten percent of the student population received special education services, 56% received services through ESOL, and 25% is served in the Early Intervention Program. The school serves EBD students from four other elementary school in a self-contained program. Approximately ninety-six percent of the student population qualifies for free or reduced lunch.

With the implementation of the Georgia waiver to NCLB, Tadmore was designated as an Alert School based on the SY 2010-2011 data. The area of concern was the achievement of the white sub-group. The achievement data of this sub-group was below the state average for the sub-group by more than three standard deviations. Our school was removed from this list based on the improvements shown in the 2011-2012 data.

We have forty certified classroom teachers, 1 instructional coach, 1 media specialist, and 2 administrators. Currently, we have four teachers, two paraprofessionals, and a parent liaison who are fluent in Spanish. We choose to use Title I funds to reduce class size at two grade levels and to provide additional instruction for struggling students in the primary grades. Thirty-five percent of our teachers have advanced degrees, almost 50% have endorsements in gifted education, ESOL, or reading, and several teachers are currently working on additional degrees.

Tadmore has two language immersion pre-K classes that serve a total of 44 students. We hope to add an additional class in the upcoming school year.

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.

The mission of Tadmore Elementary School is to work in partnership with families and the larger community to meet the diverse needs of individual students in a positive and safe environment while preparing them for academic success, productive citizenship, and lifelong learning. Our school will continue to pursue opportunities that support our mission for our students and our community.

Our vision is that we are a community of inspired learners who are empowered, confident and ethical; contributing for the good all. We work daily to empower our students and to guide them to confidence in their abilities. We believe that all students can learn and with clearly communicated expectations, we can be a catalyst for their learning. Our goal is that we live the values we teach - caring for others, honesty, fairness, responsibility, value of work, and respect for self and others. We model these values by celebrating our student success. We have a parade for our special olympians to celebrate their participation. Our fifth grade has the highest percentage of participants in the county in the 4-H Public Speaking Contest. The teachers encourage all fifth graders to compete - even new comers who deliver their speeches in Spanish and our non-verbal SPED student who work with a communication devices to present their information talk. With many first generation immigrants, we make it a priority to use our resources and time to help our students achieve the goals their parents have for them.

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.

The faculty and staff of Tadmire Elementary have worked together to analyze data to improve instruction and thereby student achievement. We have examined the strengths and weaknesses of our instructional day and our instructional program. We have seen significant growth in many areas, but the most notable are:

Content Sub- Group	2012 M & E	2014 M & E	
Reading	All	90.6%	96.4%
Reading	White	85.4%	95.2%
Reading	ELL	86.8%	96.3%
Reading	ED	89.7%	95.3%
Math	All	72.2%	80.2%
Math	White	70.7%	83.3%
Science	All	67%	74%
Science	Hispanic	65.8%	73%
Science	ED	67.7%	73.9%
Social Studies	All	63%	69.3%
Social Studies	White	65%	73.8%
Social Studies	ED	62%	68.7%
Social Studies	ELL	56.7%	67.5%

Our current improvement goals center around improving Tier I instruction.

With a population that is largely Hispanic and a high rate of ELL students, ELA has proven to be a difficult area. We are looking at strategies to improve retention of information and vocabulary instruction.

It is our goal to improve all Tier I instruction and reduce the number of students in intervention. The additional Title I funds we receive have been allocated to additional teaching positions in order to reduce class size. With smaller classrooms, students will have the opportunity for more individualized instruction.

Our faculty has taken the next step in self-assessment and personal growth to improve instruction for our students. This requires an honest and reflective analysis of data and instructional needs. We have begun peer observations and feedback as a means of identifying common strengths and weaknesses.

As changes are implemented at the state and district level, we are working to determine our niche. With our population we see a need for additional pre-K and Kindergarten instruction. We have two pre-K classes where the emphasis is on developing literacy in Spanish, which for some is their native language, and for others is an immersion program. We would like to add an additional Pre-K class with the emphasis in all classes being dual language immersion - a true bi-lingual program. We are currently researching to determine the most effective grouping and instructional practices for meeting the needs of bi-lingual children.

Accreditation Report

Tadmore Elementary School

Additional Information

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

Tadmore is a small school with strong community support. We have built good rapport with parents and other stakeholders over the last few years. Our faculty retention is based on the desire of our teachers to be a part of this school and the mission of educating our students. We have developed and embraced best practices for the education of English language learners and special education students. With the changing economics of the community, we are looking to expand our knowledge base in the educational process and practices for children of generational and situational poverty.

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: 2.67

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 has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	<ul style="list-style-type: none"> •Survey results •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 •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present 	Level 2

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"> •Survey results •The school's statement of purpose •Staff Handbook Parent-Student-Teacher - Administration Compact 	Level 3

Accreditation Report

Tadmire Elementary School

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 data profile•Agenda, minutes from continuous improvement planning meetings•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.

The faculty of Tadmire Elementary School (TES) engages in an annual review and communication of the school's mission and purpose. Parent surveys are administered and feedback from all stakeholders is gathered. Students are involved in mission/purpose endeavors through participation in activities such as the 4H Club, A.D.V.A.N.C.E., Salvation Army Food Drive, Relay for Life, Veteran's Day activities, and morning news crew. Through our Partners in Education TES is able to provide incentives for student success through Student of the Month, Attendance recognition, and weekly Shout-Outs on our morning news broadcast for special accomplishments. The mission statement, purpose statement and School Improvement Plan focus on student achievement and clearly articulate student goals for success. Students and faculty pledge daily to work to the best of their ability to meet the set goals. The culture of TES is built upon shared values and educational philosophy. The school works to provide learning experiences that are both challenging and equitable. The goal of the school is to build a student body of "inspired learners" that become responsible individuals, independent thinkers, and productive citizens that are able to communicate in a global community. TES provides programs and differentiated instruction designed to support and expand development and learning. Specific programs include advanced content, early intervention, Special Education, speech and language services, English for Speakers of Other languages, school-wide guidance, Response to Intervention (RTI) activities, and a school-wide intervention plan. The school demonstrates a commitment to active engagement, depth of understanding and application of skills and knowledge through instructional practices and rigorous curriculum standards. Students participate in research, writing projects, novel studies, integrated content lessons, service learning projects, and the use of technology. At the end of every nine weeks students are provided the opportunity for remediation and enrichment. Students have the opportunity to participate in a chorus, 4-H Club, A.D.V.A.N.C.E., and the recently implemented running club. Students have also participated in the Courtyard Garden Project, public speaking, the Healthy School Program, Rise-Up Recycling Program, and Hall County Recycling Program. Review of School Improvement Plans, Leadership Team minutes, grade level meeting, School Council minutes, and professional learning plans indicate that TES leadership implements a continuous process for professional learning based on student needs. The goal of this process is to support teacher learning and increased student achievement. Student achievement data (CRCT, DRA, DMA, Hall County Unit Assessments in reading, writing, and math, and classroom performance) is analyzed and used to plan and adjust instruction. Grade level teams, individual teachers, and school leadership reference achievement data

Accreditation Report

Tadmore Elementary School

to establish measurable goals and to set accountability standards, Teacher accountability is addressed through the Teacher Keys Evaluation System and a county walk-through program. School accountability is measured through the quality of instruction, intervention strategies, and student performance. School improvement activities are reviewed continuously. The TES Improvement Plan procedures are evaluated annually, and school performance data is shared with all stakeholders.

Area of Strength

Survey responses indicated an overall satisfaction from all stakeholder groups. The committee construed this to represent the belief that stakeholder groups trust that the school is working toward the purpose it has set. The school understands that in order to maintain this positive relationship it must continue to set high expectations for its students, faculty, and staff. While student achievement is at the forefront, it is understood that professional development, communication, and involvement are paramount to continued success.

Area of Weakness

Although survey results were positive across all of the indicators, some parents did indicate a lack of knowledge concerning the process for developing the purpose/mission statements. Upon review of the indicator, the evidence showed that, while the school does review its purpose and mission, there was no formal written plan for this review process. The committee found this to be an area needing improvement for the school. In light of this, a plan for review and communication of the purpose is being developed.

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"> •Governing body policies, procedures, and practices •Staff handbooks •School 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"> •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Governing body policies on roles and responsibilities, conflict of interest 	Level 3

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 	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 in support of the school's continuous improvement plan 	Level 3

Accreditation Report

Tadmore Elementary School

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•Survey responses•Involvement of stakeholders in a school improvement 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•Representative supervision and evaluation reports	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 mission statements for Tadmore Elementary School and the Hall County School District support the effective and efficient operation of the school and school system. (2.1) At the system level, all policies, procedures and practices provide effective direction, guidance and fiscal management. At the school level, the policies provide clear direction regarding effective school operations. Walk-throughs, observations, curriculum maps, and unit plans provide a structure that allows effective monitoring of instruction and assessment. TES follows the policies and procedures as indicated in the Staff and Student Handbook. The school utilizes a monthly whole-school newsletter, monthly grade-level newsletters, the school website, social media, and the IC Messenger to communicate with all stakeholders changes in policy and procedures and upcoming events.

All school staff and faculty use an on-line system through the RESA to review compliance policies, ethics rules, rules regarding sexual harassment, student safety, FERPA, and blood safety. School administrators are updated regularly on policies, procedures, laws, and regulations related to the local, state, and federal levels. System level policies are reviewed with administrator in monthly meetings and are available on the system website. (2.2) The administration of TES produces a weekly newsletter, The Yellow Pages, to share news of upcoming events, expected instructional behaviors, and tasks to be accomplished. All staff members at Tadmore Elementary are Highly Qualified and are required to keep certificates current in the administration office.

The governing body of the Hall County School District provides the school level administrators the autonomy to set goals and manage day-to-day operations effectively. (2.3) Principal and assistant principal meetings are held at least one time per month to provide guidance and
SY 2014-2015

Accreditation Report

Tadmire Elementary School

support for each school. Departments of the District office meet with School Leadership as needed to provide support for the local school and its policies, vision, and mission. Faculty meetings, committee meetings, and school leadership meetings are held on a rotating schedule in order to disseminate information from the district office departments.

At Tadmire Elementary all teachers and staff are collectively accountable for student learning and holding students to the highest standards. Our decisions are made based on what is best for our students, our plans for instructional improvement, and our mission and vision (2.4). Our administration supports and encourages innovation, expects collaboration, shares leadership, and motivates professional growth.

The purpose and direction (mission and vision) of our school is characterized by the cooperation and sense of community among all stakeholders (2.5). Involvement of stakeholders is encouraged through regular communication with appropriate representatives of all stakeholder groups. Stakeholders are provided multiple ways to share in decisions that impact our school. The sense of community and shared ownership in the programs of our school is expanding through the increase parent involvement and participation.

The purpose of observation and supervision is to improve classroom instruction and professional practices. Feedback is provided to the teachers in order to build capacity for proficiency in all areas of instructional practice. The county is using the TKES/LKES system developed by the GaDOE for the teacher evaluation process. Pre-and Post observation conferences serve as a foundation for discussion on professional growth (2.6).

Actions to Sustain Areas of Strength

In order to sustain growth in the areas of strength in governance and leadership, the committee recommends continued implementation of policies that guide and promote effective performance of the school board and school leadership. Practices will be continued and reviewed by the leadership team and staff to engage stakeholders, build a culture that reflects the purpose and direction, and use the evaluation processes in place to improve professional practice.

Our committee would like to see improved communication about policies, procedures, meetings, and decisions from the BOE and the central office departments. Many of questions/statements of this standard were difficult to answer because teachers and staff do not receive information or training about the processes in place.

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: 2.75

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 •Draft of writing, reading, and math continuum 	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 student assessments and an examination of professional practice, school personnel 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 process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures 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"> •Curriculum guides •Common assessments •Standards-based report cards •Surveys results •Lesson plans aligned to the curriculum 	Level 3

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 sometimes 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 groups of students when necessary. Teachers sometimes 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 student use of technology as a learning tool •Findings from supervisor walk-thrus and observations •Surveys results •Findings from peer walk-thrus and observations 	Level 2

Accreditation Report

Tadmore Elementary School

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 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"> •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Surveys results •Administrative classroom observation protocols and logs •Link to CCGPS Name It, Claim It, Explain It files 	Level 3

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"> •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Examples of improvements to content and instructional practice resulting from collaboration 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Samples of exemplars used to guide and inform student learning 	Level 2

Accreditation Report

Tadmire Elementary School

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"> •Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff 	Level 3

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 •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process 	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 interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Survey results 	Level 2

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.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none"> •Survey results •Sample report cards for each grade level and for all courses 	Level 2

Accreditation Report

Tadmore Elementary School

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 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. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none">•Evaluation tools for professional learning•Survey results•Brief explanation of alignment between professional learning and identified needs	Level 3

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 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 learning support services to all students.	<ul style="list-style-type: none">•Survey results•List of learning support services and student population served by such services	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.

Tadmore Elementary School has implemented a curriculum that provides equitable and challenging learning experiences that ensure all student have sufficient opportunities to develop skills that lead to success. Creating academically challenging classrooms is a focus for our professional learning discussions. Each teacher has had the opportunity to review the criteria and observation indicators for Academically Challenging Instruction used in the TKES program and have conducted two peer walk-thrus to determine evidence of implementation in our school. Whole faculty and small group discussions are taking place in faculty meetings to reach consensus on definition, protocol, and implementation.

We are in the process of developing a mastery continuum for all skills-based content areas to ensure readiness for success at the next grade level. With a school with a high percentage of language learners, we have to consider language acquisition as one of the foremost goals. This process is continuous and will ensure vertical and horizontal alignment with the school's purpose. Data from our unit assessments, DRA, CRCT (Milestones), and teacher created common assessments will ensure vertical and horizontal alignment with our goals for achievement and instruction.

Administrators attend collaborative team meetings, school committee meetings, district leadership meetings, and review lesson plans. Student achievement data is monitored for making curriculum and instructional changes.

Teachers participate in professional learning groups that mimic learning communities. All staff are required to participate in PL that is based on the needs assessments and/or student data.

Teachers post learning goals for each unit and refer to them as a regular part of instruction. Students are assessed but are also being taught the process for self-assessment using an informal whole-school rubric.

We have few new teachers, but each staff member new to our school is assigned a mentor. The county has implemented a formal mentoring program, and we have several staff members who have been trained as mentors, but we have not participated due to the lack of new

Accreditation Report

Tadmore Elementary School

teachers. This year we have two first-year teachers and both have participated in district programs specifically for new teachers.

Strengths

The RTI process at Tadmore Elementary School is well-organized with protocols for providing students the support they need. Progress monitoring is regular and intentional for the purpose of curriculum revision and modification of instruction.

Our parent involvement program has centered on students learning with parent help. At each event, parents receive instruction on current instructional standards and how the parents can enhance learning at home. We have used games, flash cards, reading questions, etc. as strategies parents can use with their children. Parents enjoy having a specific teaching task on which to work.

Needs Improvement

Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and critical thinking. We are focused on increasing rigor and differentiation of learning. Many of our teachers have embraced changes in the traditional methodology and have implemented new teaching strategies. This is not yet taking place in all classrooms.

Actions to Sustain Areas of Strength

The development of RTI lead teachers will ensure our intervention program remains organized and effective. Three teachers have been selected for training and will be assuming responsibility for parts of the process in order to build capacity for autonomy.

Plans for Improvement

As we investigate the possibilities of building our curriculum around the concept of communication, teachers will assess their strengths and weaknesses in the classroom. We are currently doing peer observations to collect data on instructional strategies and academic rigor. As we analyze this data, we will discuss appropriate strategies and how to implement them in the classroom. Walk-thrus will continue to monitor the progress.

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: 3.29

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.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically 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 positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •Survey results •Assessments of staffing needs •Documentation of highly qualified staff 	Level 3

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"> •Survey results •School schedule •School calendar 	Level 3

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 adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> •Survey results •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Safety committee responsibilities, meeting schedules, and minutes 	Level 4

Accreditation Report

Tadmire Elementary School

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.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers 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•Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 4

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 all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none">•Survey results	Level 3

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•Survey results•Social classes and services, e.g., bullying, character education•List of support services available to students	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.

Accreditation Report

Tadmore Elementary School

Tadmore Elementary professional and support staff fulfill their roles and responsibilities in order to support the school's purpose and direction. Tadmore follows Hall County Board of Education policies and procedures for hiring qualified individuals to support its educational program (4.1).

Tadmore Elementary leadership and faculty structure the school-wide schedule to maximize instructional time. Material resources are cataloged and made available to all grades. Fiscal resources are efficiently managed by administration and dispersed in manners that will be most beneficial to the student body. Regular professional development opportunities are provided to ensure continuous improvement of instruction (4.2).

The facilities, services, and equipment at Tadmore are regularly maintained to provide a safe, clean, and healthy environment for all students and staff. Locked doors ensure anyone visiting Tadmore must sign-in at the front office before being allowed in the school. The safety coordinator meets with administration to ensure proper safety practices are in place throughout the school. Fire, severe weather, lockdown, and lock-in drills are regularly practiced. Each classroom has a safety bag with a map, water, and flashlight in case of emergency. The nurse at Tadmore is well-trained and dedicated to student health. Tadmore has a Heart Smart team that also practices regularly to ensure effective action will be taken in case of an AED emergency. Tadmore also has several staff members who are CPR certified. The Tadmore custodial staff takes great care to maintain a clean school environment. State nutritional guidelines are followed to ensure menus are well-balanced and healthy. Alternative food and milk options are available for students with allergies (4.3).

Tadmore is the only elementary school in Hall County to have a full-time certified technology instructor. The instructor, in conjunction with the media specialist, provides academic support and training for all faculty and staff in multiple classroom technologies. Students attend a weekly technology class in a computer lab to increase their technological abilities. The information presented in this class directly correlates to skills students need to be successful throughout their school experience as well as future career. The media center is stocked with a multitude of resources and materials that support Tadmore's educational program (4.4).

Every classroom at Tadmore has a Promethean board and projector. These are regularly used by teachers to enhance lessons and they also provide opportunities for student interaction. Tadmore also has 150 laptops available for student use and 46 laptops for teacher use. Tadmore also has 71 Zooms and 20 iPads available for students to use. The technology lab is made available throughout the week for teachers to use with their classes. Tadmore also maintains a web presence through the school website, Facebook, Instagram, and Twitter (4.5).

The counseling program at Tadmore is student-focused and aimed at meeting the physical, social, and emotional needs of all students. 100% of Tadmore's students receive counseling services through monthly guidance lessons aimed at teaching social skills, character development, and other standards from the American School Counselor Association. Small groups and individual counseling are also offered for a more direct approach. Numerous resources for counseling, basic need assistance, etc are available to parents upon request. A school social worker is also assigned to help with counseling needs. Tadmore is committed to increasing our parent outreach. Language is the biggest barrier in meeting Tadmore's goal, but a full-time Parent Liaison is on staff to assist with communication and several teachers are bilingual. Hall County Board of Education has translators available to assist with educational meetings such as those concerning IEPs (4.6). There is a referral system established at Tadmore for teachers to refer students for counseling services. Students also have the ability to self-refer. Tadmore has a budget that allows for counseling resource purchases as needed. Career readiness is measured and tracked through Infinite Campus and portfolios. Students also have access to a speech pathologist and occupational therapist as needed. Student educational achievement is measured through analyzing data from state and school-wide assessments. All students receive some sort of progress monitoring either through regular assessment data, RTI, IEP, Gifted, or ESOL. Tadmore is committed to training the faculty to further use assessment data to drive instruction (4.7).

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: 2.6

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 •Survey results 	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.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	<ul style="list-style-type: none"> •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Survey results 	Level 2

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"> •Student surveys •Examples of use of results to evaluate continuous improvement action plans •Evidence of student growth 	Level 3

Accreditation Report

Tadmire Elementary School

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 to all stakeholder groups.	<ul style="list-style-type: none">•Minutes of board meetings regarding achievement of student learning goals•Survey results•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals	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.

At Tadmire Elementary School we use an assortment of assessments: state standardized test, county unit assessments, locally developed common assessments, and teacher created formative classroom assessments. The system ensures consistent measurement across classrooms and course and allows for discussions on student achievement and instructional decision-making. County content specialists collect data and teacher feedback to make adjustments to unit tests on a regular basis. The comparative data allows for analysis of reliability and effectiveness of these assessments, as well as instructional improvement, student learning, and the conditions that support learning.

The leadership and faculty of Tadmire Elementary uses data to design, implement, and evaluate continuous improvement plans, however, data as a basis for all instructional planning is inconsistent. Some teachers collect, analyze and use classroom data sources for comparison and looking at trends within their own classrooms. Grade levels have begun to analyze grade-level and standardized test data to make plans for instruction and scheduling. Primary grades are relying on unproven pre-assessments and have just begun to develop analysis formats, looking for trends in knowledge and skills.

Professional and support staff have not been formally trained within the school to evaluate, interpret, and use data. Many of the certified staff have had college course-work that addressed the process of analysis and use of data, some are simply self-taught, and so we are not uninformed in data collection and analysis. However, formal training in the specifics of each area has not been offered.

Routines and rituals are in place for analyzing data to determine verifiable improvement in student learning. Regular formative assessments are used to determined movement within the RTI process. Data is the basis for our school improvement goals and actions plans related to student learning. Continuums for grade level mastery in the skills-based content areas are being developed based on data analysis to describe success at each grade level. Students develop a career portfolio to aid them in making decisions about their future.

Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Data files are developed and shared with faculty and staff as a basis for decisions regarding teacher assignment, resource allocation, and instructional strategies. Standardized test data is shared with all stakeholders as a part of parent meetings and school council meetings.

Accreditation Report

Tadmore Elementary School

Areas of Strength

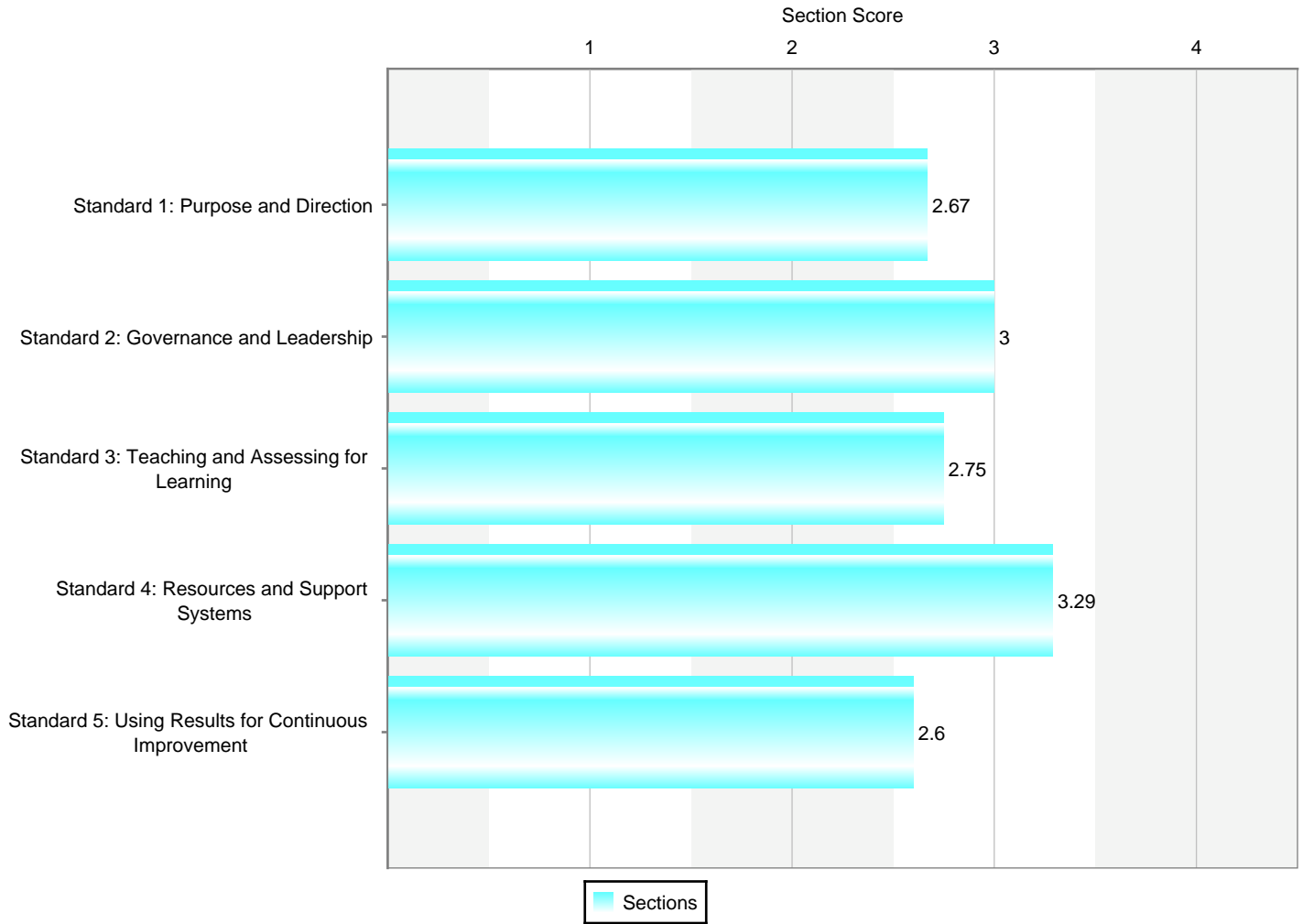
Our assessment plan is clear and deliberate in determining student achievement and mastery of content. Data is used to develop the school improvement plan, to set goals, and to measure improvement. We share our successes and inform stakeholders of our goals on a regular basis.

Areas in Need of Improvement

All faculty and staff need formal training in the collection and use of data for the purpose of planning instruction and instructional strategies. Training would provide a consistency that is needed for school-wide initiatives.

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		Stakeholder Feedback Data - Tadmore ES

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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	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 acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

Tadmore Elementary's overall highest level of satisfaction was in the area of Resources and Support Systems. Our parents, students, and staff all appreciate the use of funding to provide technology and instructional materials in our classrooms. All stakeholder groups also indicated satisfaction in the areas of protected instructional time and a clean and safe environment. The three stakeholder groups also expressed satisfaction in the area of Purpose and Direction. Students and parents recognize that the faculty and staff want success for all of our students and have established goals and plans for improving student learning.

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

Our school has worked very hard to improve our base instruction and our stakeholders have recognized this work through continually improving satisfaction. We also see a positive trend in the area of disseminating information to our stakeholders. Parents have become an integral part of our processes and planning and we see a positive trend in the level of approval in this area.

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

When comparing our stakeholder survey information from our GAPSS (Georgia Assessment of Performance on School Standards) Review and Title I Parent Survey with our AdvancED survey, we discovered several consistent themes. Our stakeholders all indicated a belief in our purpose and our expectations for our students. Our parents, students, and staff all feel our school is a safe, warm, and caring environment with a focus on student learning. Our parents indicate a high level of satisfaction with the communication about their children and their academic progress.

Areas in Need of Improvement

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

Tadmore's overall lowest level of satisfaction is in the area of Governance and Leadership. While parents expressed a general satisfaction with the operation of our school, this area produced lower scores than any other indicator. With analysis of individual indicators, we realized that many of our parents scored the indicators of Standard 2 as "neutral." We found that our parents tended to score indicators "neutral" if they did not know the answer. Because of this trend, it is difficult to identify true markers in the data. Our parents want us to continue to push for higher achievement and more challenging work.

We do feel confident in saying that our parents want to be a part of the review and revision work in regards to our mission and vision. They would also like to see an increase in the level of challenge seen in student work. Our staff results noted a need for school leaders to hold themselves more accountable for student learning. Students indicated a concern about students treating adults with respect.

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

Our stakeholders indicate decreasing satisfaction in the strand of Teaching and Assessing for Learning. Staff members were particularly dissatisfied with areas of peer coaching and professional learning in the area of data analysis. While our stakeholders noted the number of invitations to be involved with the school, many also indicated the lack of parent involvement as an area in need of improvement.

What are the implications for these stakeholder perceptions?

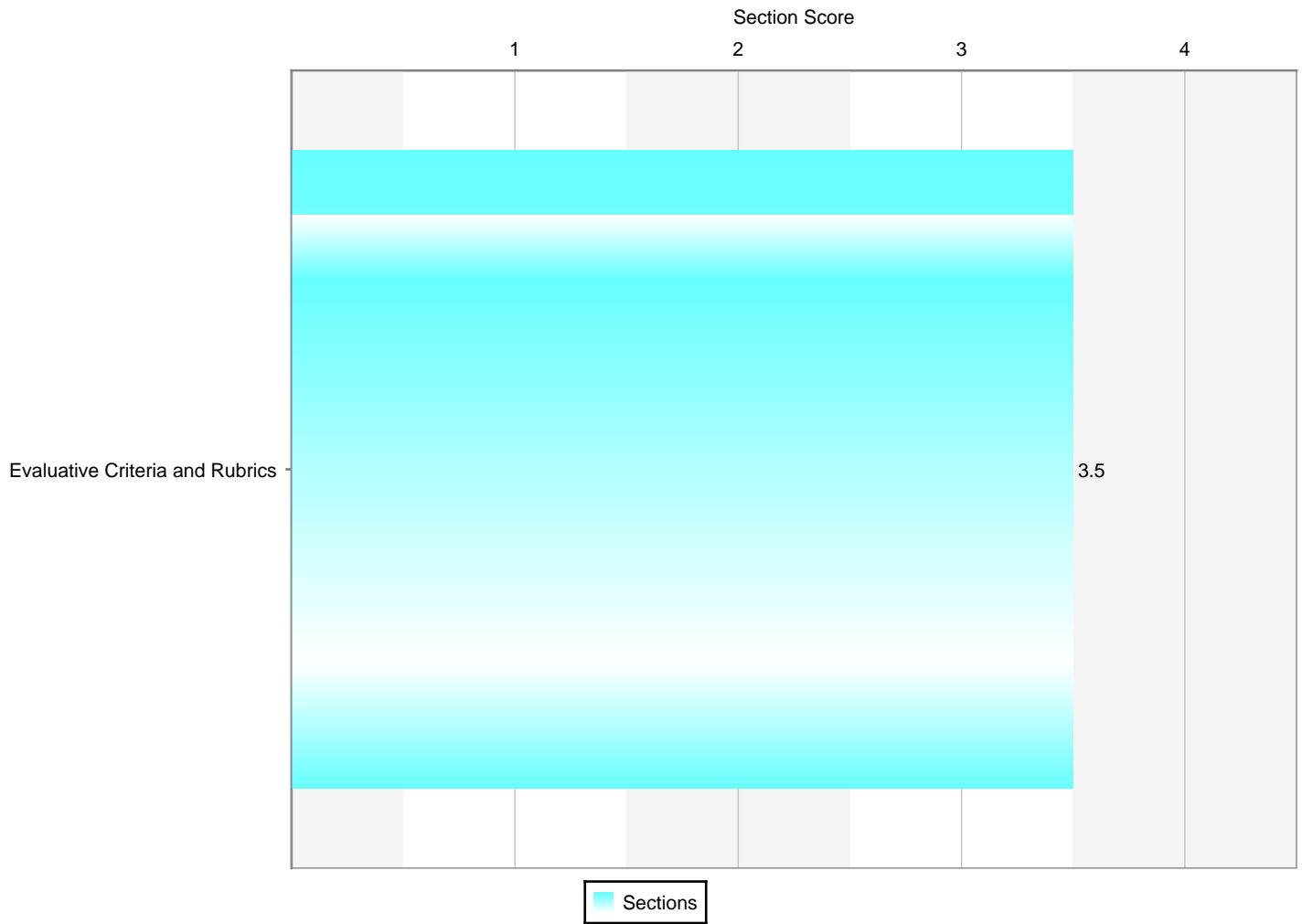
The school improvement plan addresses many of the indicators that have been noted. The leadership and faculty meet each month to review the school improvement plan and the progress toward meeting the goals. The goals of the improvement plan have been shared with parents through both Title I meetings and newsletters. We need to continue to look for the most effective ways and times to involve parents and help them to feel a part of the school culture.

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

In comparing the findings of the AdvancED survey and our other stakeholder surveys, we find several common accolades and concerns. Our community - parents, students, and staff - has grown stronger over the last few years and parents feel very welcome in our school. All stakeholders have consistently made note of the need for improving student achievement and for a better understanding of how the BOE interacts with and governs the local school.

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		Student Data - AdvancED

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	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?

Almost 97% of our student population qualifies as economically disadvantaged. Recent research from the GA. DOE suggests that school like ours will perform lower in all areas - including growth measures - than schools with fewer students of poverty. A doctoral research project on the correlation of poverty and performance indicated that Tadmire's students perform far higher than is expected based on the poverty rate. Specifically, our students have met the state targets for standardized test performance in the areas of reading for all students and the subgroups for Hispanic, ED, and ELL learners. Our white subgroup has met the "all" target but not the sub-group target. The subgroup SWD has met the sub-group target, but not the "all" target.

Our fifth grade students out performed the majority of the elementary schools in our district on the 5th grade writing assessment. Only five schools - all charter schools - had the same or a higher percentage of students meeting or exceeding the standards. With 83% of our students meeting or exceeding the expected level of performance, we had the 4th highest percentage in the county.

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

During the 2013-2014 school year, Tadmire Elementary School showed growth in the area of writing as evidenced by the state 5th grade writing assessment. Our 5th grade had the 4th highest percentage of meets and exceed in the county - even when compared to schools with far fewer students of poverty. Since 2011-2012, Tadmire has increased in 14 of the 15 CRCT subtests in grades 3-5. The scores from the Spring 2014 administration of the CRCT showed continued growth in 11 of the 15 subtests.

Which area(s) indicate the overall highest performance?

The area of reading has been a consistent focus for TES. The standardized test scores now show reading as the area in which our scores are the highest - with 99% of all 4th graders meeting or exceeding the target. Language Arts scores are our second highest area. The fifth graders at TES showed great improvement in the area of writing based on the scores of the Spring 2014 administration of the state writing assessment with 83% of the students meeting or exceeding the standards. Our scores were the fourth highest scores in the county - including schools with far fewer students of poverty and ELL students.

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

Our Hispanic, ELL, and White subgroups have all shown a positive trend in test scores.

Between which subgroups is the achievement gap closing?

The achievement gap between our White subgroup and our Hispanic subgroup has decreased over the last two years.

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

In looking at other schools in our county with similar demographics, our scores are appropriate.

Areas in Need of Improvement

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

Our math scores in all groups continue to be below the state target. Science and Social Studies, while showing median growth in most sub-groups, are still below the state target in all areas.

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

The scores for 4th grade math showed a slight decrease. Social Studies scores in both third and fifth grade also have decreased. Our sub-groups continue to make adequate progress.

Which area(s) indicate the overall lowest performance?

Fifth grade science and social studies scores are the lowest overall performance areas, but they are significantly higher than the scores in the 2010-2011 school year.

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

SWD is an inconsistent sub-group in terms of improving performance.

Between which subgroups is the achievement gap becoming greater?

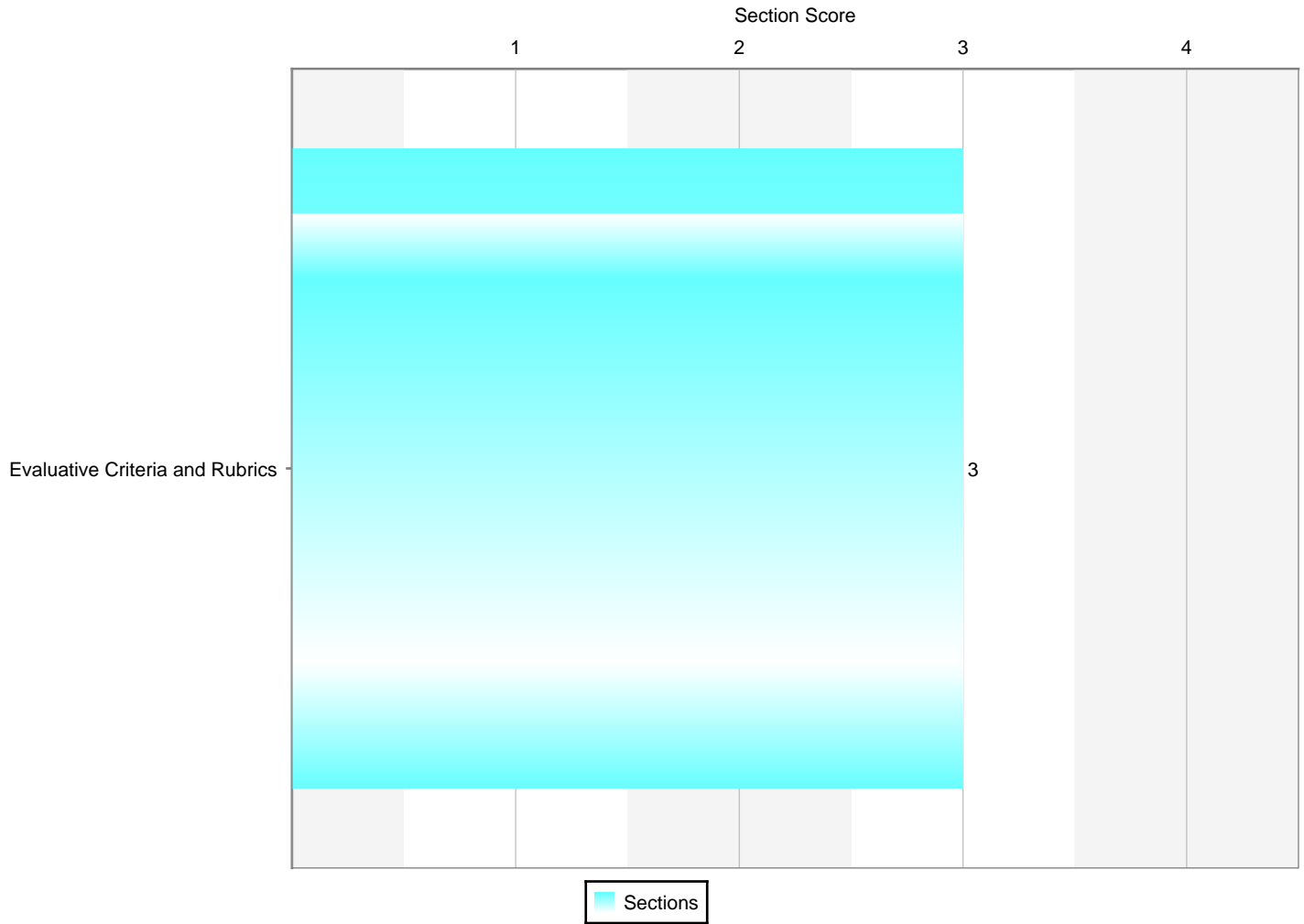
No outliers appear to exist when examining the data over the last three years.

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

Our CRCT scores are comparable to our ACCESS and DRA data.

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		TES SIP