



# **Accreditation Report**

Jefferson Academy

Jefferson City Schools

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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?**

Jefferson Academy is a school located in Northeast Georgia in the quaint community known as Jefferson, in Jackson County sixty miles north of Atlanta. Jefferson Academy is one of four schools in the Jefferson City School System. The Jefferson community has a long standing commitment to providing excellence in education to all stakeholders. Our building was opened in 2007, but the idea of Jefferson Academy began as far back as 1818. The Martin Institute was incorporated in November of 1818 and served as a school for the community. The original Martin Institute was destroyed by a fire in 1942. When the Jefferson City School District began to grow and the decision was made to build another building to host grades three through five, our building was designed to resemble the original Martin Institute where the traditions for excellence began for this community.

Jefferson Academy currently serves 807 students in grades three through five. In 2017, we currently have thirty-four homerooms with an average class size of 24. Jefferson Academy also provides art, music and physical education enrichment to all students. The staff at Jefferson Academy is comprised of 52 certified staff members, including Early Intervention Teachers, Special Education Teachers, a Media Specialist and a Data Coordinator. Jefferson Academy shares a School Counselor with Jefferson Elementary and also shares a School Nurse with Jefferson Middle School.

Our demographic breakdown is 76% White, 10% Black, 6% Multi, 6% Hispanic and 2% Asian/Other. Within our student body, 14% of our student population are identified as Students With Disabilities, 6% are Gifted, and 20% are Out of District Students. Due to the reputation of the Jefferson City School System and the desire for families to live in this community, our school has experienced substantial student growth. At the end of the school year in 2015, our total enrollment was at 730 which is a growth rate of 10%.

## **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.**

Jefferson Academy's mission statement is to graduate fully functioning adults. Through our School Commitments and Goals, we commit to using research-based instruction in all content areas. We commit to differentiating instruction. We commit to using assessments to guide our instruction. We commit to creating a positive learning environment. We commit to providing timely parent communication. We commit to fostering positive student behavior through character development. We commit to utilizing current technology to enrich the learning environment, broaden independent learning, and support standards based instruction. All of these commitments enable us to continue to provide the best practices to our students in order to continue the strong tradition of excellence of the Jefferson City School System.

Jefferson Academy works to provide each student with equitable access to all content areas through differentiation. Targeted instruction in the area of reading has been a focus for our building and a focus has been placed on providing more instructional materials to all students based on their current instructional reading levels. Fountas and Pinnell Assessment Kits, Leveled Literacy Kits, System 44, iRead and an increase in guided reading materials has supported this effort across all grade levels.

All students at Jefferson Academy are progress monitored on a systemic schedule in order for us to track progress and shift resources and instruction as needed to best support our students. Our Data Coordinator also works seamlessly with our teachers in order to track and monitor our students in the bottom 25th percentile so that we may provide interventions and supports through our Response to Interventions program.

Jefferson Academy has worked through our grade level teams to audit and analyze our common assessments. Through the use of All In Learning and our Data Teams process, we are continuing to revise and collaborate in order to address both remediation and enrichment across all grade levels. We realize that collaboration is key to ensure that all students are given the opportunities to advance and be successful in all content areas.

Academic growth is a noted area of focus, but Jefferson Academy also strives to focus on relationships and building connections with all stakeholders. Our PTO is a vital part of our school family. Through this partnership, students are engaged in activities that encourage fitness through our Dragon Fit Challenge. Our media center also provides many activities to build connections with our families through Family Reading Night, Cider and Donuts, Battle of the Books and Book Fair Events. Our other specials areas enhance their programs through musical performances, art shows and fitness week events.

We strive to provide varied opportunities for our students in order to support them in their areas of strength. To support emotional growth of our students, our school counselor has many programs to support varied needs such as Lunch Bunch, Grief Group, Grandparent Support Group, and Character Recognition. It is our desire that through our various programs, we are able to fully support our students and model excellence in all areas to produce well rounded fully functioning adults in our community.

## **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.**

Notable Achievements:

Highest Performing Title I School - 2016, 2015

CCRPI Score - 88.8 in 2016, 84.9 in 2015

4 Star Climate Rating on CCRPI

Lego Robotics Team (4th and 5th grades)

Provides off campus Field Trips for all grade levels in order to enrich learning experiences - Little White House, Tybee Island (Georgia Coast), Washington, DC

With a change in the Assessment System in the State of Georgia, Jefferson Academy has worked to ensure that our assessments and our curriculum maps match the rigor of the Georgia Milestones End of Grade (EOG) Assessments. We have partnered with the Georgia Center for Assessment (GCA), a division of the University of Georgia, to audit assessments and provide professional learning opportunities for our staff in the areas of learning targets and universal design. We have also administered mock Assesslets through GCA in the areas of English Language Arts and Mathematics to provide an opportunity for our students to be exposed to content and format similar to our EOG.

In review of our ELA EOG scores and our EOG Lexile grade bands, we have focused on providing more guided reading resources through our leveled book room for instructional classroom support. Our Early Intervention Teachers are using the Fountas & Pinnell Leveled Literacy Kits to provide targeted instruction for those students that have fallen into the bottom 25th percentile and qualify for Early Intervention Program (EIP) service in the area of reading. Our district has also provided Jefferson Academy support through Houghton Mifflin's System 44. This targeted intervention is used exclusively for students in the RTI process and students in our special resource setting. In addition to an intervention resource, our district also provided us with an additional full time special education teacher to support all grade levels in a pull out resource setting due to this subgroup's low performance in the areas of ELA and Math. It is our goal that all students close their identified learning gaps in the areas of ELA and Math through the use of these additional resources and additional staff over the next three years.



## **Additional Information**

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

The city of Jefferson is growing which in turn creates growth in our schools. As the populations change, we focus on staying consistent and providing the best interventions, enrichment and supports that we can for our students. Our teachers work to integrate technology into their lessons daily and also encourage parents to interact with content through Google Classroom, DOJO, and other platforms in order to keep them on pace with classroom events and curriculum. It is a goal for our school to be able to provide a device for each student in order to prepare them to communicate with the world and to gather up to date resources for learning. We acknowledge that technology will never take the place of an engaging teacher, rather it is our goal to equip that engaging teacher with the knowledge and tools necessary to provide the best educational experience possible to all students at Jefferson Academy and the Jefferson City School System.

# **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"> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Communication plan to stakeholders regarding the school's purpose</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Purpose statements - past and present</li> <li>•Leadership Agendas, Faculty Handbook, Board of Education Vision Statement, PRIDE School Improvement Cycle, Staff Weekly Memo</li> </ul>	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"> <li>•Survey results</li> <li>•The school's statement of purpose</li> <li>•Student and Faculty Handbook</li> </ul>	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"><li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li><li>•The school continuous improvement plan</li><li>•Parent/Teacher Conference Forms, Professional Learning Goal Template, Unit Planner, Staff Weekly Memo</li></ul>	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: Purpose and Direction:

#### AREAS OF STRENGTH:

Jefferson Academy maintains and communicates a purpose and direction that commits to high expectations for learning as well as shared values and beliefs about teaching and learning. The school engages in a review and revision of the purpose statement. Our mission is to create and "Graduate Fully Functioning Adults" through "Exposure to Excellence".

#### ACTIONS TO SUSTAIN AREAS OF STRENGTH:

Standard 1.1 continues to be an area of strength for Jefferson Academy. It is our goal to provide the best educational experience possible for all students by providing them with a challenging equitable school experience. The JA leadership team annually engages in periodic review and evaluation of the school's mission, purpose and commitments. Through our PRIDE cycle our teachers work together collaboratively to ensure that they are pacing and remediating/extending required curriculum to all students regardless of their academic achievement levels.

In previous years, JA stakeholders were involved in creating a strong school purpose statement, which also aligns with the system, elementary, middle and high school purpose statements. AdvancED survey results (4.3 Parent and 4.38 Staff) maintain that our purpose statement is focused on student success. TKES observations support student engagement in the classrooms. The purpose statement for JA focuses on student success and clearly articulates achievement goals. Student survey responses support this with 95.74% of students responding agreeing that the principal and teachers want every student to learn.

Jefferson Academy's school leadership and staff are committed to a culture based on shared beliefs and values. All staff are focused on teaching and learning, which supports challenging equitable programs for all students that include achievement of learning, thinking and life skills. JA provides programs and differentiated instruction designed to support and expand development and learning. Programs in place to

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support learners are as follows: gifted education, Title 1 Targeted Assistance & Early Intervention Program, special education, speech & language services, English for Speakers of Other Languages, school wide guidance, small group guidance and Response to Intervention Supports.

Instructional plans document student participation in research, writing projects, scientific experimentation, novel studies, guided reading, integrated content lessons, STEAM integration, arts integration, fitness integration, service learning projects and problem based math tasks (PTO Dragon Fit Challenge, Stock Market, CHAMPS, Lego Robotic League, Surveys, Conservation Integration, 4H, Art Show, Cardboard Challenge). JA has also staged school wide theatrical productions and musical grade level productions (Alice at Wonderland, 3rd and 4th Grade Musicals, 5th Grade Recorder Concert).

School leadership implements a continuous improvement process that provides direction for improving student learning and supports conditions that support learning (1.3). Comprehensive data is monitored on a regular basis for all students. This data is used to create groupings, goals and to provide needed supports for remediation/acceleration based on student performance. The Extended Learning Block (ELT) is a daily block which provides students with targeted assistance based off their performance data.

Student achievement data (DIBELS, DAZE, M-CAP, Star Reading, Star Math, Georgia EOG Milestones, Common Formative Assessments and classroom performance) is continuously analyzed and used to plan and adjust instruction. Grade levels review Georgia Milestones End of Grade data yearly and this data is used to qualify students for additional supports through our Early Intervention Program (EIP) and Title I program. Common formative assessment data is monitored by grade levels through the Data Teams process, and students are grouped according to results based on performance in daily classroom rotations. This continuous PRIDE cycle helps to ensure that students are supported and accelerated based on grade level data. Through quarterly release time, grade levels are given time to focus on their pacing, curriculum maps, assessments and planning. Parent survey results agree that our school has a plan for improving student learning (4.13), and staff surveys agree that we have a continuous improvement process in place (4.35).

### AREAS IN NEED OF IMPROVEMENT:

We recognize that more effort is needed to measure and communicate our improvement process and results to all stakeholders. While we meet quarterly with our school council, we are aware that the knowledge of our school improvement process is not verbally shared with a wider outside stakeholder group, such as parents, business and community partners. (Parent Survey 3.78)

### PLANS TO IMPROVE AREAS OF NEED: (1.2 )

We are making plans to increase community and parent engagement. A Curriculum Back to School Night, Family Reading Night, STEAM Challenge Event and Family Science Night are all offered during the school year to establish additional ways to invite the community, engage parents and build a sense of trust and partnership between school and community. We will address School Council meetings and include a more in depth view of our school improvement process, and our mission and vision statements must be shared with members in order for them to have a better understanding of why this process is in place and the systems we have in place to support continuous student achievement.

To support our staff, we will continue to have the School Improvement Plan (SIP) easily accessible on our school's website and our JA Teacher Handbook found on Google Drive. To ensure that our staff makes the connection between our PRIDE cycle and our School Improvement Plan supporting student progress, we will continue to have quarterly grade level content meetings that allow time for focus on curriculum and assessment needs at each grade level.

## Standard 2: Governance and Leadership

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

Overall Rating: 3.17

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"> <li>•Student handbooks</li> <li>•Staff handbooks</li> </ul>	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"> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> </ul>	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 consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•School improvement plan developed by the school</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> </ul>	Level 4

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"> <li>•Examples of collaboration and shared leadership</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> </ul>	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.	•Copies of surveys or screen shots from online surveys •Survey responses	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.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation	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 2: Governance and Leadership

## AREAS OF STRENGTH:

Jefferson Academy operates under governance and leadership that promote and support student performance and school effectiveness. The Board of Education has policies established to support practices that ensure effective administration of the school. The JCS School System is known for strong leadership through our Board of Education, Central Office Staff, School Level Administrators and the Leadership Teams within each school. While district policies are established through the Board, each school is given the freedom and autonomy to implement what is needed for each school to thrive and support student and teacher growth.

## ACTIONS TO SUSTAIN AREAS OF STRENGTH:

The Jefferson City Board of Education meets monthly in a public forum to discuss the current status of our schools. All minutes and documents are available for public review on the E-Board site which is linked directly from the system website. (2.1) The Board functions effectively and is audited each year by an outside entity to ensure that a checks and balance system is in place regarding financial expenditures and funding. This system ensures that guidelines regarding system level and school level spending meets the required guidelines and that the Board functions accordingly as good stewards of the system's funds.

The Board of Education requires teacher handbooks to include key policies that focus on defined roles and responsibilities and a code of ethics. They are found in our JA Teacher Handbook yearly and are updated as changes are made to board policies. All staff, certified and classified must also complete compliance modules each school year to certify that they are aware of policies and procedures in place by the Jefferson City School System. (2.2)



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The JCS Board and the Central Office Staff support building level administrators in the day to day running of each school in regards to instructional schedules and student progress monitoring for growth. The District provides training, programs and guides each school's instructional program. They allow each school to determine the best and most effective means to implement and attain the overarching goals and objectives of the system. Monthly administrator meetings in conjunction with monthly Board Meetings provides a consistent measure of expectations among all four schools.

Administrators are encouraged to seek guidance from their leadership teams and staff in order for the District Office to provide support as needed for our instructional focus and student growth. School level leaders are encouraged to build a school master schedule that focuses on maximized instructional time and maximized use of support staff based on student performance data. (2.3)

Teachers collaborate weekly in order to ensure that the focus remains on student growth and an equitable opportunity for all students to succeed and master grade level curriculum. The JA culture is one that is based on a common trust through collaboration and a sense of community. The teachers at JA participated in a mid year survey in February of 2016 to provide feedback on professional learning and school-wide initiatives. This open ended survey allowed teachers to anonymously celebrate what they felt was working strongly and to also voice concerns in other areas that they felt needed attention. It is very important to the leadership at Jefferson Academy to provide teachers an outlet for open and honest communication in order to drive our continued focus on improvement. (2.4)

The leadership team and staff members work to foster a culture that is consistent with our purpose and direction. The school wide behavior matrix was developed based on identified needs and expectations in common areas of our school building. This matrix allowed all staff to know and explain the expectations to students and to support those expectations school wide. Our behavior matrix language is kid friendly which allows students the ability to know and comprehend what the expectation is at Jefferson Academy. Feedback from the teacher mid year survey allowed us to re-focus our attention to target areas as well in order to maintain a school-wide common focus on behavior expectations.

The TKES process also allows for leadership to monitor and evaluate classroom professional practices to ensure student success and growth. In addition to required walk throughs and formative observations, the administrative team at JA is involved in classroom instruction daily. Students and teachers are comfortable with system and school administrators visiting their classrooms and joining in on activities as often as possible. Administrators are able to monitor instructional needs as a part of classroom visits and to assess instructional needs of teachers and students.

Through the continuous review of student achievement data, JA continues to identify those areas that are identified as student weaknesses. Through this analysis we have moved towards more consistent resources for our targeted student groups and also are more vertically aligned to instructional supports found at Jefferson Elementary. School wide initiatives have been identified that required extra resources for classroom teachers, such as guided reading materials, math manipulatives, software upgrades, Fountas & Pinnell Leveled Literacy Kits, System 44, and technology needs with a focus on a one to one initiative. (2.6)

### AREAS IN NEED OF IMPROVEMENT: (2.5)

Engaging stakeholders effectively in support of the school's purpose and direction is an area that requires improvement and attention. We have many opportunities for family involvement at Jefferson Academy as listed above in Indicator 1. However, we will continue to encourage parents/stakeholders to take a more active role in our school councils in order to build a stronger relationship between the home and school.

### PLANS TO IMPROVE AREAS OF NEED:

We plan to implement a wider dissemination of this information at our Back to School Curriculum Night at the beginning of each school year

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by preparing a presentation to present in each classroom. We would also like to offer parent/stakeholder meetings at different times of day. Many of our families consist of working parents and have students involved in extracurricular activities; it is important for us to be more flexible with our meeting schedules. We do feel that the culture of the home to school relationship has improved at Jefferson Academy over the past two years with an increase in our Star Climate rating from 3 to 4 based off of parent survey results. However, we will continue to focus on improving this relationship with a clearer understanding of our policies and procedures.

With our system entering the SWSS/IE2 performance contract, it is our goal to have our school councils to begin functioning in the capacity of a governance board to support and be involved in the decision making process of our school. The PRIDE (Plan, Review, Implement, Determine Effectiveness, and Examine Results) school improvement cycle enables teachers and administrators to continuously use student assessment data to inform instructional practices and improve student achievement. In addition, efforts on vertical and horizontal alignment of standards and collaboration between grade levels will strengthen student learning and performance. In particular, working on vertical alignment between Jefferson Elementary and Jefferson Middle School will aid in making instructional decisions across all content areas.

### 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: 3.0

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"> <li>•Lesson plans</li> <li>•Representative samples of student work across courses</li> <li>•Course schedules</li> </ul>	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"> <li>•Common assessments</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> </ul>	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"> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> </ul>	Level 2

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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"> <li>•Curriculum maps</li> <li>•Surveys results</li> </ul>	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"> <li>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> </ul>	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"> <li>•Examples of learning expectations and standards of performance</li> <li>•Examples of assessments that prompted modification in instruction</li> </ul>	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"> <li>•Survey results</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> </ul>	Level 3

# Accreditation Report

Jefferson 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"><li>•Survey results</li><li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li><li>•Calendar outlining when and how families are provided information on child's progress</li></ul>	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. All students may participate in the structure. The structure allows the school employee to gain 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"><li>•List of students matched to adult advocate</li><li>•Survey results</li><li>•Curriculum and activities of formal adult advocate structure</li></ul>	Level 3

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"><li>•Sample report cards for each grade level and for all courses</li></ul>	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 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"><li>•Evaluation tools for professional learning</li><li>•Survey results</li><li>•Mid Year Survey (2015-2016)</li></ul>	Level 3

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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"><li>•Survey results</li><li>•List of learning support services and student population served by such services</li><li>•Data used to identify unique learning needs of students</li></ul>	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 3: Teaching and Assessing for Learning

### AREAS OF STRENGTH:

Jefferson Academy's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning. JA 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. The PRIDE (Plan, Review, Implement, Determine Effectiveness, and Examine Results) cycle enables teachers and administrators to continuously use student assessment data to inform instructional practices and improve student achievement (3.4, 3.10).

Students in need of additional support are recommended for Extended Learning Time (ELT) to provide them with more academic assistance. Students are identified using Response to Interventions, multiple criteria spreadsheet, ongoing formative assessment data and universal screeners. These are administered as part of JMAP (Jefferson Measures of Academic Progress) assessment system.

### ACTIONS TO SUSTAIN AREAS OF STRENGTH:

Jefferson Academy has adjusted the instructional schedule to maximize learning time in all content areas. The Extended Learning Block (ELT) is a time each day across the school that provides instructional supports to remediate and extend student learning based on academic needs identified through our progress monitoring results and program needs (English Learners, Gifted, EIP, Title I, special education). Our grade level content teams have worked to ensure that common formative assessments are in place and are reviewed on a consistent basis to drive and target instructional needs across the grade levels. Common planning time, quarterly release time and collaborative grade level meetings provide time for teachers to plan and create an equitable framework with clear learning targets across the grade levels. (3.1)

The curriculum, instruction and assessments at each grade level are monitored and adjusted in response to data from common formative assessments. Our teams work through the JCS PRIDE cycle in order to maintain a focus on priority standards and curriculum pacing. JA has worked with JES in order to align instructional strategies across the area of English Language Arts/Reading through the implementation of Guided Reading and Fountas & Pinnell Leveled Literacy Kits. Our goal is to continue this vertical alignment across our buildings in order to ensure equitable instructional strategies to all students based on the individual reading levels. (3.2)

JA teachers engage students in their learning through instructional strategies that ensure achievement of grade level expectations. Jefferson Academy works to integrate technology across all content areas to support teaching and learning in our classrooms. Through the use of Google Drive, Google Classroom and student emails, we are able to interact and share assignments with students in a more efficient way. It is a goal for JA to have a one-to-one device initiative for students - however, we will need to provide more professional learning for our

teachers and students in order for this to have a greater impact on student learning. (3.3)

JA administrators monitor and support the improvement of instructional practices of teachers to ensure student success. The TKES model of improvement is implemented and all timelines and requirements are met. Lesson plans are turned in weekly to administrators for review in order to keep a pulse check on the grade level content focus and pacing. Grade level common assessments are reviewed in All In Learning in order to track student progress and growth through standards. Progress monitoring is reviewed and used to identify students requiring additional interventions as well as targeted instruction during the ELT block. (3.4)

JA teachers work in a collaborative community to improve instruction and student learning. All grade level meetings are held on Tuesday of each week. Content areas work together on each grade level to maintain consistency across their content area of focus. It has been a goal of JA to ensure that this collaborative time is protected and focused on student growth. The continued collaboration of all grade level team members has improved the communication and the team approach to supporting all students.

(3.5)

Through this continued focus on grade level collaboration and team meetings, we feel that JA teachers are continuing to share a vision of learning for all students. Teachers working through the PRIDE cycle and the creation of common formative assessments has helped to support student growth at JA and will continue to be a major focus for our building. (3.6)

JA strives to engage with families in meaningful ways in their children's education and keeps them informed of their children's learning progress. Parents are always welcome in our building, and we strive to encourage their participation in school events. We begin with an Open House where parents come in to meet homeroom teachers. Our Curriculum Night is within the first weeks of school and provides an overview of the curriculum focus for each grade level and procedures that are in place for students. School wide conferences are held twice during the school year and report cards are sent home quarterly. Parents are also encouraged to create a Parent Portal account to monitor student progress through our student information system Infinite Campus. (3.8)

Our homeroom structure allows for each student to be well known by an adult advocate in our school. Our system has worked to monitor our class sizes in order to reduce the student teacher ratio in our classrooms which also allows more time for our students to connect to the adult in their classroom daily. Our ELT block each morning also provides another opportunity for our students to move within our grade level teams and work with another adult in order to focus on their identified area of need for the 50 minute morning block. Our school counselor has worked to begin several student groups to focus on students in need of additional supports such as our Lunch Bunch, Friendship Skills and Organization Skills. (3.9)

Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and grade level skills. Grade level content teams work to be consistent across grade levels and courses as evidenced by their common formative assessments and parent communication. (3.10)

All staff members participate in a continuous program of professional learning. A focus has been on assessment development and developing learning targets through a partnership with the Georgia Center for Assessment. JA has many teachers involved in mathematics professional development through Northeast Georgia RESA with a focus on cognitively guided instruction, problem solving and fractions. As part of the mid year conference, each teacher was asked to complete a mid-year survey to address the impact of our professional learning plan on their teaching. This anonymous survey provided much insight to the administrative team in order to better plan for additional needs of our staff. These results led to a focused approach to providing guided reading resources across all grade levels and the continued need for support of writing across the curriculum.

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Our district has invested in the area of Science, Technology, Engineering, Arts and Math by creating the STEAM Center and a coordinator position. JA participated in a school wide Cardboard Challenge, which encouraged all students to build and design an arcade game based on the concepts of an integrated approach. (3.11)

In order to best serve our students, Jefferson Academy has a process in place to gather progress monitoring data and academic achievement data. This data is updated throughout the school year. Students that are in the bottom 10th to 25th percentile are placed in our RTI monitoring system, and interventions are put in place to support students with the greatest academic needs. RTI meetings are held quarterly with all stakeholders (teachers, administration, parents/guardians, district personnel). Students are monitored and move in and out of this process as needed based on their academic performance. Grade levels work collaboratively to create and administer common formative assessments in order to track data in a real time process. This data is housed in All In Learning. Assessment topics are linked to standards and are reviewed by content area teachers to track and monitor students and to support planning/review/extension of grade level standards. (3.12)

### AREAS IN NEED OF IMPROVEMENT:

Mentoring and induction of new teachers to Jefferson City School System is an identified need for our building. As new teachers are hired on grade levels, they are partnered with a team teacher who is familiar with policies and procedures in order to support a smooth transition into the grade level. The district office provides a New Teacher Orientation, and JA provides an overview prior to pre-planning each school year. (3.7)

As the school system moves toward a 1:1 technology initiative, additional training will be provided to all staff that will make learning available at any time.

### PLAN TO IMPROVE AREAS OF NEED:

We plan to develop a more systemic approach to new teacher induction and support by doing more check ins with each new staff member on a quarterly basis. An official check in system will be developed based on feedback from current new staff members - what they felt would have made their transition smoother, what they needed to know, what they felt was the most helpful to them as they transitioned to their current position. As the additional technology becomes available, professional learning will be scheduled to provide all our teachers with more tools to differentiate instruction. In addition, we will continuously revise instructional units and strengthen vertical alignment across all content areas.



## 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: 3.0

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"> <li>•Survey results</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> </ul>	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"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•School schedule</li> <li>•School calendar</li> </ul>	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 created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> </ul>	Level 3

# Accreditation Report

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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"><li>•Data on media and information resources available to students and staff</li><li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li></ul>	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 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"><li>•Survey results</li><li>•Policies relative to technology use</li></ul>	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"><li>•List of support services available to students</li></ul>	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"><li>•Description of IEP process</li><li>•Description of referral process</li></ul>	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 4: Resources and Support Systems

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The Jefferson City School district and Jefferson Academy engage in a systematic approach in its efforts to hire the most gifted and qualified individuals. We utilize Teach Georgia and website postings to advertise job vacancies. Jefferson City Schools has a very low staff turnover rate due to our outstanding reputation (JCS Rack Card and Assessment Data).

### ACTIONS TO SUSTAIN AREAS OF STRENGTH:

Jefferson Academy has established an Interview Committee and process for hiring new staff members when positions become available. Our new teachers are provided a pre-planning retreat with central office staff and then have grade level mentors from their buildings to work with after the initial training sessions. JCS and Jefferson Academy attract and maintain qualified personnel through Teacher Keys Evaluation System and the provision of our material resources that keep teachers motivated in performing at the highest level. As the population in the Jefferson City limits has increased, more teaching staff have been added to keep classroom sizes lower. JA also added a full time position for a special education resource teacher this school year. (4.1)

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. The JCS Board of Education fully supports the instructional needs of our students. With the roll out of Georgia Standards of Excellence, STEAM integration (STEAM Center), SWSS/IE2 contract (individual learning plans) and Google Classroom training, our teachers have been supported with JCS purpose and direction. This year, after an analysis of our Georgia Milestones data, the System 44 program was purchased to meet the literacy needs of grades 3-5 students. The students receiving this program were identified using multiple criteria data. The staff teaching this program received multiple days of training.

Our instructional schedule for Extended Learning Time has been re-worked to maximize time for reading, writing, and math. (4.2)

Our school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. Our custodians have a schedule that ensures all areas of the school are maintained and there is a system policy for turning in work orders for maintenance and technology needs. Our technology needs are completed virtually for the FY17 school year. Our board supported updated fencing and playground updates to maintain our facilities at JA.

Improvement plans are developed and implemented yearly through a needs assessment each year. (4.3)

JA students and school personnel use a range of media and information resources to support the school's educational programs. Each grade level is equipped with a document camera, mimeo board, teacher laptop, and Desktops/Chromebooks. JA has three computer labs and 20 iPads available for check out. Our district has supported the implementation of an instructional technology team to serve the four schools. This team maintains software and equipment throughout the district. (4.4)

The JCS technology infrastructure supports the school's teaching, learning, and operational needs and supports the district BYOT initiative and all of the devices our schools maintain. There is an instructional support team in place at JA that links content to technology literacy. The instructional team is focusing on next steps needed to possibly move toward one on one technology initiatives. (4.5)

JA provides support services to meet the physical, social, and emotional needs of the student population being served. Our school counselor is shared between JES and JA. She has created a newsletter that outlines for parents and staff the services she offers. Jefferson Academy's counselor works to support our students and also works to find outside agencies that may be needed by students. Our school counselor supports the following programs at Jefferson Academy - career lessons linked to CCRPI, lunch bunch, character education & recognition, Stop, Walk, & Talk Bully Prevention, Classroom Guidance, small group and individual counseling, Lindsay's Legacy Mentors, Helping Hands Mentoring Program and Dragon Now Snacks for students in need.

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Students at Jefferson Academy are offered a wide variety of support services to help them with so many issues that students face today. We use technology (Infinite Campus, Multiple Criteria Spreadsheets, Program tracking reports) to determine student needs. (4.6) JA provides services that support the counseling, assessment, referral, educational, and career planning needs of all students through the Response to Interventions process. JA has a part-time data coordinator to design and implement plans to meet the needs of students requiring academic and behavior interventions. Through the academic and behavior screener, which is completed on all students, we are able to identify and intervene in the life of our students before they fail. (4.7)

### ACTIONS IN NEED OF IMPROVEMENT:

One area of need noted is that due to our rapid growth, more support staff is needed to ensure social and emotional needs of students are being met. A full time counselor at JA and at JES would provide much needed emotional supports to many students. School counseling and career planning needs are areas that are being reflected upon each year through our CCRPI index. This information and next steps for additional personnel will be linked to our SWSS/IE2 contract to promote an individualized learning program and student goal planning. Our student growth is impacting our classroom duties and our support areas - a full time nurse to manage the variety of health needs required at each school, a full time data coordinator to help manage and schedule interventions/support for our students, additional support in our specials classes to provide more support and reduce the teacher/student ratio in the area of Physical Education and the addition of a STEAM specials teacher to help integrate this concentration across each grade level are a few areas that we feel would benefit with the support of additional personnel.

### PLANS TO IMPROVE AREA OF NEEDS:

The Jefferson City School System will continue to monitor school growth and student/teacher ratio. The addition of a full time counselor, a full time nurse, an additional specials teacher, a full time data coordinator and additional paraprofessional support would benefit our students and help as we continue to strive and support all needs of our student population. These needs and the fiscal resources to fund personnel to meet the physical, social and emotional needs of the student population being served are continuously being reviewed by our Board.

## 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: 3.0

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"> <li>•Survey results</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> </ul>	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"> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> </ul>	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"> <li>•Documentation of attendance and training related to data use</li> <li>•Survey results</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> <li>•Lower Quartile Training Documentation Data Teams Flowchart</li> </ul>	Level 3

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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"><li>•Student surveys</li><li>•Evidence of student growth</li></ul>	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 to all stakeholder groups.	<ul style="list-style-type: none"><li>•Minutes of board meetings regarding achievement of student learning goals</li><li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li></ul>	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 5: Using Result for Continuous Improvement

## AREAS OF STRENGTH

Jefferson Academy 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. While our achievement results have been high, we continue to work collaboratively together to maintain that distinction and continue to analyze our strengths and identify our growth areas. This continuous cycle of improvements helps to support our student growth and fosters a culture of improvement among our teachers.

## ACTIONS TO SUSTAIN AREAS OF STRENGTH

Jefferson Academy establishes and maintains a defined comprehensive student assessment system. We have universal screening/progress monitoring in place in order to collect baseline data for each student and best support those students that require additional support through our Response to Interventions process. These required screeners are administered throughout the school year to support the intervention schedules built to support our students. An Academic Spreadsheet is used yearly to recommend students for further supportive environments based on academic performance. These programs include our Early Intervention Program, Title I Support, program for English Learners, Special Education, and Gifted. Data used for these recommendations are as follows: Star Reading, Star Math, Dibels, ELA/Math Teacher Recommendation, EIP ELA/Math Checklist, DAZE, M-Cap. (5.1)

Our 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. Each grade level content team works collaboratively to edit/revise their common formative assessments in ELA and Math in order to implement the Universal Design and to ensure that higher levels of

## Accreditation Report

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questions are included to best match the types of questions on the Georgia Milestones End of Grade Assessments at each grade level.

One goal for this school year was to also align with JES to provide a more streamline transition for our third graders. We have worked to implement guided reading on each student's instructional level with the purchase of more leveled reading resources, Leveled Literacy Kits for our EIP/Title I students, System 44 for our bottom 10% RTI students and the use of Fountas and Pinnell Reading Assessments. After a review of our Georgia Milestones results, our ELA content teams noted that additional instructional resources on varied levels were needed in order to improve student fluency and Lexile scores. (5.2)

Our teachers have worked with the Georgia Center for Assessment in order to improve the design of our common assessments and to also improve our ability to create assessments that provide us with the necessary information needed in order for us to improve our classroom teaching and focus. We continue to look for ways to align our assessments with our instruction in order to ensure that our students are growing through the curriculum and can articulate content goals. During grade level meetings, content teams at each grade level work collaboratively to analyze data in our continuous PRIDE cycle. (5.3) This cycle engages all teachers in a continuous discussion of where are we, where do we want to be, what do we know from our results, what can we do to improve. The focus of all data teams work and our PRIDE cycle is student learning, including readiness for success at the next level.

To increase our vertical alignment and help determine readiness, we are beginning to implement vertical alignment meetings where we discuss where students came to us well prepared, what gaps have been identified, and do we have any recommendations to help with the transition. (5.4)

The JA leadership team monitors and communicates information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders through weekly grade level communication, quarterly collaborative release planning days, RTI Process, PRIDE cycle and council meetings. As stated above, we continue to ask ourselves - Where are we? Where do we want to be? What do we know from our results? What can we do to improve?

The quarterly grade level release times are used to review curriculum, review assessments, and work through the data teams process. Our teachers feel this time is needed and imperative in order for them to provide needed supports to all learners. JA feels that Using Results for Continuous Improvement is one of our greatest strengths. We are committed to the continual PRIDE cycle process, Data Teams process, Curriculum Review, and Quarterly Planning with an emphasis on student growth and working collaboratively together towards improvement.

### AREAS IN NEED OF IMPROVEMENT:

Our staff is in need of more support in order to continue to utilize our data and to identify areas of need for our student populations. Continued professional development is needed in order to support our Data Teams process and to ensure that our teachers are able to use data in an efficient and effective manner in order to support student growth of all students from our bottom 10% to our gifted population.

### PLANS TO IMPROVE AREAS OF NEED:

We plan to provide some up to date Data Teams training for our staff to allow them, through the use of their common formative assessment results, a better way to guide their classroom planning and curriculum based on results. We also plan to continue to focus on vertical alignment across all grade levels in order to strengthen the transition for our students from grade to grade and school to school.

# **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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	See attached.	JA Stakeholder Feedback Data Document

## 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?**

Jefferson Academy continues to receive high levels of satisfaction from all stakeholders. Parent survey results indicate satisfaction with school culture, staff and environment. A ranking of 4.52 on Indicator 4.3 indicates that our parents feel that our school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.

Parents are also satisfied with the use and range of media resources available to them to support the school's educational programs and student information systems (4.37).

The staff at Jefferson Academy positively recognize that the school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning (4.45). Staff also positively agree that the school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level (4.36).

Students indicate that they are provided a technology infrastructure that supports their learning at JA (2.96). Additionally, students at Jefferson Academy feel supported by their teachers and agree that their school wants them to succeed and grow. Students indicate this by reporting that 95.49% feel that their principal and teachers help them to be ready for the next grade (2.95).

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

Jefferson Academy has not collected consistent survey data over the last 5 years. Plans are in place to begin collecting more consistent data. All stakeholders are welcome to provide feedback to administrators whenever they have an issue they would like to discuss; however, a more formalized method of collecting feedback will be implemented in the coming years.

Flexibility granted by the State Board of Education through our strategic waiver (SWSS/IE2) has ensured that the Jefferson City School System continues to provide educational experiences that allow students to globally compete in an ever-changing society by allowing the school system to implement a "myPath to learning" approach that customizes and aligns learning to post-secondary goals.

Individual learning plans are being developed to ensure that students are enrolled in courses that will prepare them for success after they exit Jefferson City Schools. The use of innovative, personalized learning programs and data collection will increase student engagement, thus enhancing instructional experiences and environments and leading to improvements in teaching and learning.

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

During the internal review process, our staff reported that the focus on collaborative planning and collaborative review of our assessment results has provided them with much needed guidance in regards to curriculum mapping and pacing. Our staff also reports that the Response to Interventions process and Academic Spreadsheet used consistently in grades K-5 has brought about a positive change and added supports to monitor all student growth through our elementary program. It has provided them with the data to support placement, [interventions, instruction and planning.](#)

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## **Areas in Need of Improvement**

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

In analyzing our survey results, we recognize that our parents/stakeholders are not as involved in the formal process of reviewing school wide mission and commitments. A low level of satisfaction for parents is Standard 2.3 ,the governing body allowing schools to operate without interference, with 67% of parents surveyed reporting they agree/strongly agree that our governing body allows the school to operate without interference and 27% responding as neutral. The high percentage of "neutral" responses has led administrators to believe that this may stem from the need to increase communication among parent/stakeholders regarding the formal and informal operations of our school.

Teachers identified the need for a more systemic comprehensive mentoring program for new staff (3.09). Teachers also identified Indicator 4.5 as a need for technology infrastructure support in our school (3.68).

Students responding with 44.69% stating that their principal and teachers ask them what they think about school. Students also voiced a greater need for family engagement with 52.36% responding in the positive that their family is asked to attend school events.

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

Jefferson Academy has not collected consistent survey data over the last 5 years. Plans are in place to begin collecting more consistent data. All stakeholders are welcome to provide feedback to administrators whenever they have an issue they would like to discuss; however, a more formalized method of collecting feedback will be implemented in the coming years. System and school leaders realize the value of consistent feedback and have determined that the AdvancED surveys will be administered annually in an effort to gather more consistent feedback from stakeholders.

### **What are the implications for these stakeholder perceptions?**

At Jefferson Academy, we pride ourselves on open communication and involvement with our parents/stakeholders. We acknowledge that all stakeholders need to have a more direct and formal way to provide input on the mission and commitments of our school. We will continue to provide this information in our student agenda that each family receives yearly as well as including this information in our curriculum night event in order to provide them with the information and provide them with a means for feedback to support our process.

It is evident that our students would like to feel more ownership regarding school operations. As a school, we will consider and look at options for providing them more of a voice either through an advisory council or student council. Our staff overwhelmingly identified the need for a more systemic support plan in place for new staff at JA. We will survey current new staff and ask for suggestions that they felt would have been best for them as they transitioned and work to get a Teacher Support Team in place to help with their transition.

Our district is working to support our technology infrastructure and providing each school with more support in this area. We will continue to work with our district office to provide tools needed and the professional development required in order to support the integration of technology across all content areas of our building.

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

Based on information provided by our survey results and our committee work, we will begin to regularly review and revise our school mission and belief statements. Plans are in place to begin a formal review with our Leadership team in the fall of each school year and to also include this information for all stakeholders at our yearly Curriculum Night. Stakeholders will be given the opportunity to provide input through a formal survey process. It is important for us to work with stakeholders to create a "parent friendly" document that lists all components of the school improvement process.

Our staff will continue to work through our PRIDE cycle and refine their data teams process. We will also continue to base our planning and assessments on student growth results. We will continue to have weekly collaborative planning and quarterly release times in order for our teachers to work together and provide equitable access to all our students. Professional learning will be needed to support the integration of technology, guided reading, writing across the curriculum, problem solving and data teams.

# **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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		JA Diagnostic Data

## 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	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 demonstrate a modest decline.	Level 2

## **Areas of Notable Achievement**

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

In reviewing our student performance data based on Georgia Milestones End of Grade results, we have identified the area of Math as an area with above expected performance.

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

For the FY 2015 and FY 2016 years, our students have achieved standards at or above 92% in the area of math on the Georgia Milestones End of Grade assessment.

### **Which area(s) indicate the overall highest performance?**

For the FY 2015 and FY 2016 years, our students have achieved standards at or above 92% in the area of math on the Georgia Milestones End of Grade assessment.

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

In a review of our Economically Disadvantaged (ED) students, we tend to see an increase in overall performance in all content areas, especially in the area of math. One thing to note is that this subgroup also tends to impact other subgroup performance as well due to students qualifying in multiple subgroup areas.

### **Between which subgroups is the achievement gap closing?**

With only two years of Georgia Milestones End of Grade data, our subgroups are performing and closing the gap in the area of math across all groupings.

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

Achievement levels on the Georgia Milestones End of Grade (EOG) assessment and the initial percentage range data from Star Math show a correlation between the EOG Beginning Level Learner and the percentage range below the 25th percentile at grades 3, 4 and 5.

## **Areas in Need of Improvement**

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

In reviewing our student performance data based on Georgia Milestones End of Grade results, we have identified Reading Status results as an area of focus as well as Science in grades 3, 4 and 5.

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

For the FY 2015 and FY 2016 years, our student overall performance in the area of science has decreased at all grade levels ranging from a 2-4% decrease.

### **Which area(s) indicate the overall lowest performance?**

Our identified overall lowest performance area is the overall achievement levels in 3rd Grade English Language Arts with 79% (FY16) and 74% (FY15). Along with overall achievement levels in English Language Arts (ELA), we have identified the Reading Status as an area of low performance in grades 3, 4 and 5. The Reading Status scores are what determines retesting opportunities for grade 3 and 5 in the area of ELA.

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

The Students with Disabilities (SWD) subgroup shows a decrease in Overall Performance and Reading Status in all grade levels in the area of ELA.

### **Between which subgroups is the achievement gap becoming greater?**

The Students with Disabilities (SWD) subgroup shows a decrease in Overall Performance and Reading Status in all grade levels in the area of ELA.

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

In review of our Reading Status levels on the Georgia Milestones End of Grade Assessment in ELA, Star Reading Percentile Ranges and the Dibels Mid Year Report, there is a correlation between performance on state assessments and the percentage of students requiring Intensive Reading Intervention.

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# **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	See attached	JA Emergency Procedures JCS Emergency Procedures

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		JA School Improvement Plan 2017