



Accreditation Report

Madison County Public Schools

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Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system 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 system, and the kinds of programs and services that a school system implements to support student learning.

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

Description of the School System

Describe the school system'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 system serves?

Madison County Schools has over 2,580 K-12 students. Over ninety percent of school-aged children in Madison County attend Madison County Schools. We have seven schools, four elementary schools, one middle school, and two high schools. Students are sparsely dispersed among many rural, kinship-based communities. Travel over mountain terrain significantly limits service delivery, programming options, and some aspects of school participation for many of our parents and students. Bus rides can be as long as one and one-half hours to school. The county has limited resources available to the residents and schools. The county has very limited capacity to resource itself as there is little to no industry, commercialism, or professional opportunities within the county. The school system and county government are struggling to maintain programs and services with less and less funding and increasing demands on the existing infrastructure.

Of its more than 600 employees, Madison County Schools employs 238 certified teachers and administrators in our schools. The faculty includes 15 teachers and administrators with National Board Certification, as well as 64 teachers with a master's degree. Each of our seven principals hold a master's degree, three have the educational specialist degree and one holds a doctorate. Madison County Schools enjoys strong community support with active Parent Teacher Organizations, stakeholder participation on key committees, a strong volunteer corps, and participation from organizations such as Rotary in recognizing students and employees each month as well as organizing judging for our district Graduation Projects.

One of the key changes for our school district has been the curriculum changes brought about by North Carolina's adoption of the Common Core standards, Response to Instruction (RtI), and online testing. This change has spurred a focus on our Exceptional Children's (EC) population and the critical relationship between EC and regular education instruction. Madison County Schools has 350 students who have been placed in the EC program, the great majority of whom qualify as Learning Disabled (LD). We also have 23 students who are identified as Homeless. These statistics have remained consistent for the past three years. As a result of our adoption of RtI, Madison County Schools is now a member of the North Carolina State Improvement Project (NCSIP) and serves as a Ready Site location. The intent of NCSIP is to provide research and evidence based instruction in the area of reading. These changes have led to intensive staff development over the past three years and a fresh look at the new curriculum standards and how we teach.

Another key change has been the decrease in funding we have seen in our schools. As a result of budget cuts at the state level schools have had to make do with fewer support staff and educational resources. For example the state Per Pupil Expenditure has dropped from \$5,700 in 2008-09 to \$4,603 in the 2011-2012 school year. Federal funding per student dropped by over 27 percent from 2011 to 2012 while local funding dropped by 15 percent. These cuts have taken the form of fewer certified staff, fewer central office staff, reduced hours for teacher assistants and drastic cuts in district wide programs such as textbook funding. Furthermore, we are bracing for the additional federal sequestration of federal programs beginning with the 2013-2014 school year.

With close to 65 percent of our student body across the district qualifying for the Free and Reduced program we are faced with endemic poverty and a lack of resources and jobs. This fact, along with budget cuts, places our teachers in the difficult situation of providing the support students need and pushing them academically to keep pace with the curriculum.

System's Purpose

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

Mission:

The mission of the Madison County School System is to embrace, equip and empower our students and employees to excel.

The mission was established through a process which involved stakeholders from across the school system and throughout the community. The mission statement for Madison County Schools is present in all documents, and in each school throughout our district.

Madison County Schools reviews its vision, mission, and belief statements on an annual basis in an effort to maintain a positive, proactive and natural adaptability within our school system. In fact, we see this as a trademark of a great school system. We also understand that great schools do not suddenly remake themselves. Instead, great school systems establish a culture of wise and ongoing strategic planning, staying in step with the times while staying true to the mission and vision of the system. The most visible clues about our school system's ability to adapt wisely over the years can be seen in its buildings and grounds and classrooms. We have focused on creating 21st Century classrooms each equipped with short throw projectors and interactive white boards. Madison County Schools is currently deploying Citrix to begin developing virtual support for our teachers and students that will enable them to access their data and applications from anywhere. Madison County Schools has committed resources from the Race to the Top grant to increase the wireless infrastructure available to our schools; thus, better preparing our district for virtualization, online courses, online testing and resources to be made available through virtual state cloud services. Madison County Schools has also focused on preparing teachers for the new Common Core standards by working closely with our Western Regional Education Services Alliance (WRESA), professional development coaches from the North Carolina Department of Public Instruction, and NC State University's Science House.

Vision:

The Madison County School System will create and support a culture of learning for students and employees who are embraced, equipped and empowered to reach their full potential in an involved community.

The mission and vision are the basis for designing the goals, objectives, and performance measures in the district strategic plan. The strategic plan SMART goals focus on various learning strategies needed for educational changes to embrace, equip and empower our students to become lifelong learners. The renewed focus across our district on initiatives such as the Common Core and the development of Professional Learning Communities has unified the school staff and students to strive for a common goal. The vision and mission of the district serve as the gauge used for checking improvement efforts, allocating resources, and the development of instructional initiatives that are connected to the goals and implementation strategies of school improvement plans.

Identified Strategies that Support Our Vision

1. All schools score well on A" F Report Card:

- * New Schools Project for rigor/relevance
- * Common Core curricula/lesson style
- * Monitoring through classroom visits
- * Central Office partnerships

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2. Have a successful AdvancEd accreditation review:

- * District-wide teams
- * School teams

3. Continue our curriculum initiatives we have started:

- * Grade-level meetings
- * Rtl initiative
- * PBIS initiative
- * Data Team analysis of scores
- * Monitoring through AIMS Web
- * Implement 1:1 technology program at Madison High School
- *Continuous Improvement Performance Plan
- *Autism Problem Solving Teams
- *NCSIP
- * Implement the New Schools Project program

4. Continue to improve facilities

5. Expand technology initiatives:

- * Seek Race to the Top funds for additional 1:1 opportunities
- * Complete the Citrix initiative

Madison County Schools Beliefs.

We believe:

- ☐ that a safe respectful environment is important.
- ☐ we must focus on the total child.
- ☐ in stakeholder involvement.
- ☐ early childhood education is important.
- ☐ teamwork is necessary for accomplishing goals.
- ☐ in the need to maintain a student-centered approach to instruction.
- ☐ students should be career and college ready.
- ☐ every employee serves a vital role.
- ☐ parents play a vital role in their child's education.
- ☐ a positive school culture promotes student growth.

In order to achieve our SMART goals (see Strategic Plan) Madison County Schools has invested in its teaching corps. Madison County Schools understands the teacher is the single most important factor in student success. Students are empowered to grow academically. This expectation is monitored through EVAAS as well as NCDPI data reports. Our focus is on student achievement in terms of growth as well as proficiency.

Madison County Schools is committed to providing a wide variety of learning opportunities to all of our students which are integral to our vision, mission, and goals.

Art and Music

Athletics

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Career and Technical Education

Career and College Promise

Communities in Schools

Early College

Exceptional Children's Services

Elementary Education

English as a Second Language

Freshman Academy

Gifted Education

Health and Physical Education

Homeless Services

Homebound Services

Instructional Technology

Junior Reserve Officer Training Corps

Pre-K Education

Professional learning

Race to the Top

Reading Literacy Support/Spring Creek Literacy Project

Secondary Education

Title I

Title II

The current focus of Madison County School's on the implementation of the Common Core standards, the development of new pacing guides and unit plans, common assessments, and Professional Learning Communities are being implemented across the district. Teachers are working together in collaborative teams, conducting Learning Walks and peer reviews to monitor implementation progress and for sharing Best Practices. We have conducted quarterly district-wide Common Core training days over the past two years, and we have been facilitating quarterly grade level meeting for the past four years. These meeting have helped to reinforce teacher understanding of 21st Century teaching strategies while establishing a continuity and consistency in the use of effective, research based teaching practices in each of our classrooms.

Notable Achievements and Areas of Improvement

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

Over the past three years Madison County Schools has had many notable achievements and areas of improvement.

INSTRUCTION

GRADUATION RATE

Four Year Cohort Graduation Rates have gone from 62% to 82% over the past three years

CTE Concentrator Graduation Rate 96.4%

Madison Early College High School will graduate its first class in 2013

NATIONAL BLUE RIBBON SCHOOLS

Brush Creek Elementary

Laurel Elementary

NORTH CAROLINA REWARD SCHOOL

Brush Creek Elementary

TITLE I DISTINGUISHED SCHOOL

Laurel Elementary School

POSITIVE BEHAVIOR INTERVENTION SUPPORT RECOGNITION

Madison Middle School

Mars Hill Elementary School

HIGH GROWTH SCHOOLS (since 2009)

Hot Springs Elementary

Mars Hill Elementary

Laurel Elementary

Brush Creek Elementary

Madison Middle School

Madison High School

Madison Early College High School

2010 NC SCIENCE TEACHER OF THE YEAR REGION 8

Madison High School

2011 NC SCIENCE TEACHER OF THE YEAR REGION 8

Madison Early College High School

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NCSIP GRANT

All Schools NC Department of Public Instruction

AUTISM PROBLEM SOLVING GRANT

All Schools NC Department of Public Instruction

NORTH CAROLINA GOLDEN LEAF GRANTS

1:1 Initiative Madison High School

STEM/Project Lead the Way Madison Middle School

NC QUEST GRANTS: UNC CHAPEL HILL/MARS HILL COLLEGE

Response to Instruction training funded over a two year period in the areas of Reading and Math Foundations, Curriculum Based Measurement, and Problem Solving Model

SUCCESSFUL EXTERNAL AUDITS

Annual Financial Audits

Race to the Top

Title I and Title II

RACE TO THE TOP

Wireless Infrastructure at Madison High School, Madison Middle School, and Madison Early College High School

Comprehensive two year training on the Common Core Standards

Establishment of district teams and Professional Learning Communities

FACILITIES

School Resource Officers are placed in each school

Each classroom has overhead projectors and interactive white board

Citrix

Bus Canopies at each school

Football field resurfaced with turf and renovated press box

Restrooms remodeled at each school

New energy management system installed to conserve energy

New windows at Madison Early College High School

Areas for improvement that Madison County Schools is striving to achieve include a focus on strategic decision making, instruction and data use.

Through the AdvancED self assessment process the need was identified to more fully include stakeholders in the district strategic planning process. Without question this is an important area for growth and development. To address this critical need the Madison County Board of Education developed a Stakeholder Involvement Plan and revisited the Strategic Plan Development Process. Each of these plans can be found at the following link:

Additional Information

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

Madison County Schools has developed clearly defined expectations for student learning based on the Common Core Standards and the North Carolina Essential Standards. These expectations are shared with students and teachers and are aligned to the district and school mission and vision. The school leadership maintains and implements district curriculum goals, professional development calendars, student learning objectives, pacing guides, professional learning communities, and support with common and formative assessment to maximize student achievement and protect instructional time.

Madison County Schools has demonstrated a focus on high student performance in the North Carolina accountability program by establishing clear expectations that support student engagement in the learning process. This has been developed through an emerging Professional Development Communities (PLC) process where teachers engage in discussions of the Common Core Standards and the North Carolina Essential Standards, and the reviewing of data to make instructional decisions to guide student learning. The need for this focus came directly from data gathered from the North Carolina Teacher Working Conditions Survey. PLC's also provide the opportunity for vertical and horizontal planning, collaboration, and grade level planning. The district emphasis on curriculum standards, and their articulation, fosters a culture of adult learning where teachers engage in a continuous cycle of formative feedback and professional improvement. District leadership provides ongoing feedback to teachers, parents and students, both oral and written, through meeting agendas, minutes of staff meetings, district curriculum meetings, and meetings with the Superintendent.

The district supports teachers through ongoing training that supports a clearly defined instructional framework. Guidance in lesson plan development is provided to teachers, learning walks engage teachers in job embedded improvement opportunities, and samples of student work are clearly displayed in schools. Lead teachers, instructional coaches and curriculum specialists model lessons and provide formative feedback to teachers and principals as they are implementing research based strategies.

Through classroom observations, principals assure that the majority of classroom instruction is student-centered with high student engagement and a strong focus on the development of higher order thinking skills and problem solving skills. The consistent use of word walls, differentiated instruction and essential questions reflects best practice. This research based initiative has also proven successful in meeting the needs of struggling readers and students who live in poverty.

Not only do the teachers make use of standardized test data, but teachers use both common diagnostic and formative assessments to determine students' specific needs. Monitoring of student progress provides data to place students in flexible groups based on their level of achievement and need for the particular standard(s) being addressed. At most levels, teachers meet regularly to improve vertical articulation between grade levels. District curriculum staff meets regularly with instructional coaches and school improvement specialists to provide updates and clearly define the expectations for student learning.

Finally, Madison County Schools values and supports our district Career and Technical Education (CTE) program. Our CTE program collaborates with Asheville-Buncombe Technical Community College, Buncombe County Schools, Asheville City Schools and the Asheville Area Chamber of Commerce on articulation, College Tech-Prep initiatives, job shadowing, apprenticeships, Career & College Promise, leadership development, and career planning. Students are evaluated using CTE Post-Assessments, administered through Elements, the state-wide CTE information management system, to reach benchmarks each year. MCS continues to develop and utilize ongoing relationships with the Mountain Area Workforce Development Board and the Mountain Area Workforce Youth Council. Madison County

Schools has again been awarded a Workforce Investment Act (WIA) grant for 2012-2013. As a recent recipient of a Golden LEAF STEM Initiative grant, our school system continues to develop and strengthen partnerships with Project Lead the Way, The Friday Institute, The SERVE Center at UNC at Greensboro, the Carolina Institute for Public Policy, and Duke University, as well as to strengthen current partnerships with NC State University, AB Tech, and the Asheville Area Chamber of Commerce.

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.

Purpose and Direction

The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.5

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	The process for review, revision, and communication of the system's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	<ul style="list-style-type: none"> •District purpose statements - past and present •Survey results •Written District Quality Assurance Review procedures and documents that monitor its schools' adherence to the district purpose and direction •Examples of communications to stakeholders about the district's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the district's purpose and direction •Documentation or description of the process for creating the district's purpose including the role of stakeholders •Copy of strategic plan referencing the district purpose and direction and its effectiveness •CIPP, NCSIP, School Improvement Plans, Safe Schools Plan, Race to the Top, Title I Plan, district PLC meetings by content area and by grade level, and budget allocations to support district purpose and direction. 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	System policies and procedures clearly outline the expectations for schools regarding a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success. System personnel monitor and maintain data about each school and provide feedback and training for the improvement of the implementation of the process to school personnel.	<ul style="list-style-type: none">•Examples of school purpose statements if different from the district purpose statement•Survey results•Examples of written stakeholder communications or marketing materials that portray the school purpose and direction•Agendas and/or minutes that reference a commitment to the components of the schools' purpose statements•Written District Quality Assurance Review procedures and documents that monitor schools' adherence to the district purpose and direction and that of the school•IEP Audits, Child find, Homeless Data, School Report Cards, School Improvement Plans, mission statement posted	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school leadership and staff at all levels of the system 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. System leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Examples of schools' continuous improvement plans •District Quality Assurance Review plans that document two-way communication on district and school effectiveness and learning, thinking, and life skills •The district strategic plan •Survey results •Statements of shared values and beliefs about teaching and learning •Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs •Statements or documents about ethical and professional practices •Communication plan and artifacts that show two-way communication to staff and stakeholders about educational programs and equitable learning experiences •IEP Parent Surveys, CIPP, NCSIP, Response to Instruction, North Carolina New Schools Project, PBIS, Code of Ethics, budgets reflect shared committment to the district purpose and direction 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	Leaders at all levels of the system 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. Personnel maintain a profile with current and comprehensive data on student, school, and system performance. The profile contains analyses of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system'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. Leaders hold all 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 conditions that support student learning is available and communicated to stakeholders.	<ul style="list-style-type: none"> •District Quality Assurance Review plans that document two-way communication on district and school effectiveness and learning, thinking, and life skills •The district strategic plan •Survey results •The district data profile •Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs •Agenda, minutes from continuous improvement planning meetings •Examples of schools continuous improvement plans •IEP Parent Surveys, CIPP, Autism Problem Solving Team, Individual Growth plans, NC New Schools Project, Instructional Coaches, district unit plans, common assessments, development of professional learning teams, and expectations of rigor through monitoring instruction 	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 the External Review team members may be interested in reviewing.

The Madison County Board of Education sets the expectation that all of the schools and the district will focus on continuous improvement, and that teaching and learning will be grounded in a shared set of beliefs. The district mission, vision, beliefs, objectives and guiding strategies were developed with "input from all stakeholders" as outlined in section four of the district Strategic Plan Development Process. The district established SMART goals in the 2012 Strategic Plan to set measurable objectives and strategies with clear timelines in order to chart progress to determine how close the district is coming to realizing those goals.

Madison County School system engages in a systematic, inclusive and comprehensive process to review, revise and communicate a system-wide purpose for student success. This is accomplished through the annual administrator retreat and regular monthly meetings of the board of education, administrators and principals. The district purpose and direction, and the strategic plan SMART goals are regularly reviewed with stakeholders through School Board meetings, school faculty and staff meetings, district grade level and content area meetings, communication such as the Friday Report, school and district websites, student handbooks and the Madison County Schools Annual Report. As a result of a district meeting comprised of a variety of stakeholders to assess AdvancED Standard 1 it was determined that the communication process for developing the purpose and direction of the district is an area of strength for Madison County Schools. It was also considered a strength that the system ensures that each school engages in a systematic, inclusive, and comprehensive process to

review, revise, and communicate a school purpose for student success. Furthermore, evidence indicates that school leadership and staff at all levels of the district commit to a culture that is based on shared values and beliefs about teaching and learning. Evidence of this strength include programs that provide equitable learning experiences for students such as Response to Instruction (RtI), the use of data sources such as EVAAS, mCLASS Reading 3-D and Aimsweb to inform instruction, Professional Learning Teams, the North Carolina New Schools Project, and Positive Behavior Intervention Support. Survey instruments such as those used in the AdvancED process and the NC Teacher Working Conditions Survey data also provide evidence of the improving conditions that support student learning in our schools.

The AdvancED Standard 1 team also determined areas in need of improvement in relation to the development of the purpose and direction of Madison County Schools. There was a clearly identified need for further benchmarking tools at the high school level to be used in individual academic disciplines for progress monitoring. Teachers did not feel that they had adequate data sources to support students from the "beginning to end" of their school year. It was also determined that stakeholders from all groups may not be included randomly where required or recommended. There was general consensus that a more concerted effort to reach all stakeholders was a critical need. While it was discussed that stakeholders from district committees such as the calendar committee and the district reading committee provide strong stakeholder involvement representing a variety of community agencies and constituencies, we need to expand our stakeholder involvement to better communicate to the public our purpose and direction; and to continuously improve our conditions for student learning.

In striving to increase stakeholder participation and understanding that good communication is the "oil" that keeps the system running properly, the Superintendent developed an up to date Communication Plan for the district. This plan includes strategies for disseminating information on county plans, and broadening the inclusion of stakeholders in the development of critical plans for the district. Furthermore, the Board of Education holds an annual retreat where they discuss the process for developing the purpose and direction for the district and how it aligns with the long term strategic plan of Madison County Schools. To address assessment needs at the secondary level we have contracted with ClassScape to bring a benchmark assessment to our middle and we are currently piloting with TE 21 with our two high schools. This will allow for the regular use of curriculum based measurement K-12 and will support the development of professional learning teams at both of our high schools and at Madison Middle School. The introduction of North Carolina New Schools, their Common Instructional Framework and their job embedded coaching model will support the equitable learning experiences of students and the direction for improving conditions that support student learning.

Finally, the Superintendent holds regular monthly meetings with district administration and principals to share information and consider recommendations for improving our school system. One recent meeting involved district administration, school administration, law enforcement, public health and other community stakeholders to discuss safe schools and crisis management strategies. The School Board recently acted on the recommendations of school leadership to improve school safety by hiring School Resource Officers at each of our schools, and by authorizing the purchase of updated camera systems in each school.

Governance and Leadership

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

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	Policies and practices support the system's purpose and direction and the effective operation of the system and its schools. Policies and practices promote conditions that support student learning, 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 at all levels of the system.	<ul style="list-style-type: none"> •School handbooks •District operations manuals •Governing body policies, procedures, and practices •Communications to stakeholder about policy revisions •Staff handbooks •Professional development plans •Student handbooks •CIPP, NCSIP, TEACCH, Contract with School Board Association to maintain policies current, Board of Education agenda/minutes, Board attorney, Annual fiscal statement, external audits (Title I, Race to the Timekeeper, Teacher Evaluation/Growth Policy 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of effective system operation and student learning.	<ul style="list-style-type: none">•List of assigned staff for compliance•Governing authority minutes relating to training•Proof of legal counsel•Historical compliance data•Governing code of ethics•Assurances, certifications•Governing authority training plan•Governing authority policies on roles and responsibilities, conflict of interest•Findings of internal and external reviews of compliance with laws, regulations, and policies•Defined roles and responsibilities, Board is present at events, Board meets at schools throughout the year, Teacher Working Conditions Survey reviewed	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the leadership at all levels 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 system and school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the system and its schools. The governing body maintains a clear distinction between its roles and responsibilities and those of system and school leadership.	<ul style="list-style-type: none">•District strategic plan•Stakeholder input and feedback•Survey results regarding functions of the governing authority and operations of the district•Social media•Roles and responsibilities of school leadership•Roles and responsibilities of district leadership•Examples of school improvement plans•Maintenance of consistent academic oversight, planning, and resource allocation•Agendas and minutes of meetings•Communications regarding governing authority actions•EC Policies and Procedures, Board requires School Improvement Plans	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	Leaders and staff throughout the system align their decisions and actions toward continuous improvement to achieve the system's purpose. They expect all personnel to maintain high standards and to hold students to high standards in all courses of study. All leaders and staff are collectively accountable for maintaining and improving conditions that support student learning. Leaders throughout the system support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of decisions in support of the schools' continuous improvement plans •Examples of decisions aligned with the district's purpose and direction •Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the district's strategic plan •Examples of decisions aligned with the school's purpose statement •Examples of improvement efforts and innovations in the educational programs •Professional development offerings and plans •Strategic Plan, IEP Parent Surveys, NCSIP, CIPP, School improvement Plans, Professional Learning Team meetings, facility improvement 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system'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 system and school improvement efforts, and provide and support meaningful leadership roles for stakeholders. System and school leaders' efforts result in measurable, active stakeholder participation, engagement in the system and its schools, a sense of community, and ownership.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Examples of stakeholder input or feedback resulting in district action •Involvement of stakeholders in district strategic plan •CIPP, NCSIP, IEP Parent Surveys, Friday Report, Newsletters, Alert Now phone calls, University Partnerships, Calendar Committee, WRESA, Communities in Schools 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice throughout the system 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 throughout the system and improve student learning.	<ul style="list-style-type: none"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice throughout the system and student success noted •Governing body policy on supervision and evaluation •Representative supervision and evaluation reports •Job specific criteria •Walkthrough Instrument, IEP Parent Surveys, McREL, EVAAS, AimsWEB, dropout rate, principal monthly report 	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 the External Review team members may be interested in reviewing.

The self-assessment committee rated this standard over all high. The State provided working conditions survey indicated that Madison County teachers rated their place of work higher than any in Western North Carolina. Some of the evidences follow.

The system operates under governance and leadership that support student performance and system effectiveness. The Board of Education is the policy-making body for the school district. The Board manages the school district through an appointed superintendent, hired directors for all program areas, and hired principals for all schools. Principals recommend all staff members to the superintendent who in turn recommends to the Board of Education. The Board of Education contracts with the North Carolina School Board Association for policies to assure all state legislature requirements are being met by the school district. The Board evaluates the superintendent. The superintendent evaluates program directors and school principals. Principals evaluate teachers and other staff members assigned to their respective school. The Board sets goals for the superintendent who in turn sets goals for program directors and principals for instructional improvement. The Board of Education sets goals and adopts a strategic plan that promotes and brings about improvement. All employees have an opportunity to have input into the strategic plan. The school system has adopted a quality management system based on improving the parts of the system in order to improve the whole. There are many committees established by the Board of Education that work on improving processes resulting system-wide improvements. Some of the functioning committees are school health advisory, calendar, athletic, finance, early childhood education, and performing arts.

The school system has clear policies for employees and personnel. The system has work-place guidelines, expectations and monitoring in place. The governing body has an attorney hired who is present at Board meetings to provide legal advice as needed. The Board endorses training all staff from custodians to the superintendent and Board of Education.

The Board has an open system of communication with employees and the community at large. This is done through open Board meetings at each school in all communities. A weekly Friday Report, a web page, and an Alert-Now messaging system are used to broaden

communication. The superintendent operates his office with an open-door policy for any employee needing access to him.

The board provides autonomy to the superintendent who in turn provides the same to directors, principals and other employees. Although autonomy is granted, there is a high level of expectation for performance.

The culture of the system is endorsed by our system logo. The triangle represents the employee and the three things important to employees such as family, job, and spiritual life. The square represents how children develop. Their development should be balanced physically, mentally, spiritually, and socially. The circle represents successful performance through unity and teamwork. When all of these are in place, the "M" or Might of Madison emerges. We have a very supportive, caring and innovative school system.

The leadership of the school system leads by example supporting the Mission and Vision of the school district. The leadership realizes that "training" helps employees become more productive and successful. As a result, the school system improves as a whole. The leadership is constantly allowing teachers, principals, and all employees the opportunity to make suggestions for improvement. This is not only allowed but encouraged. The leadership supports an evaluation system for all employees. Goals are set for the program directors, principals and the schools. These evaluations take place annually. The weakness recognized by the committee was that the governing board could benefit by conducting an annual survey of employees to obtain further input into all facets of the school system.

The Board maintains programs and services by securing funds to keep them afloat. The Board frequently lobbies with the State legislature and the County Commission to procure funds to support the school system and the many programs we offer. The Board continually evaluates all programs and makes decisions based on data to further refine, improve, or abandon programs and practices that have served their purpose.

The Board will improve in governance by offering more input opportunities. The Board does a needs assessment annually with all principals. The Board solicits input from employees annually for the strategic plan. The Board will develop a more comprehensive needs assessment to allow for additional employee involvement.

Teaching and Assessing for Learning

The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Overall Rating: 3.25

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The system'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 across the system. Teachers in all schools individualize some learning activities for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Course or program descriptions •Learning expectations for different courses and programs •Survey results •Student work across courses or programs •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Lesson plans •Enrollment patterns for various courses and programs •Posted learning objectives •Course, program, or school schedules •Survey responses from program leaders receiving students from previous programs, schools, or grade-levels •Descriptions of instructional techniques •Data Teams, Occupational Course of Study, Response to Instruction, Online Course Planner, PLAN, ACT, Accuplacer, Work Keys, PLC's, Communities in Schools, New Schools Common Instructional Framework, EC: CIPP 	Level 3

Accreditation Report

Madison County Public Schools

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment throughout the system 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, system and school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Lesson plans aligned to the curriculum •Profile of educational model or delivery system •Standards-based report cards •Surveys results •Common assessments •Program descriptions •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Curriculum writing process •Products – scope and sequence, curriculum maps •PLC meetings, CIPP, NCSIP, OCS, NCEXTEND, progress monitoring, teacher evaluation, RtI, New Schools 	Level 3

Accreditation Report

Madison County Public Schools

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers throughout the district plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Examples of teacher use of technology as an instructional resource •Interdisciplinary projects •Surveys results •Student work demonstrating the application of knowledge •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs •Authentic assessments •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Findings from supervisor formal and informal observations •Examples of student use of technology as a learning tool •Science Fair, Senior Project, TEACCH, OCS 	Level 3

Accreditation Report

Madison County Public Schools

Indicator	Statement or Question	Response	Evidence	Rating
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the system'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"> •Supervision and evaluation procedures •Recognition of teachers with regard to these practices •Surveys results •Peer or mentoring opportunities and interactions •Documentation of collection of lesson plans, grade books, or other data record systems •Curriculum maps •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs •Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices, and student success •Compliance Training EC, Transition Training, TEACCH, Testing Accomodations Training, FBA/BIP Training, Professional Development Plans, McRel Observations, Progress Monitoring, Data Team Meetings 	Level 4

Accreditation Report

Madison County Public Schools

Indicator	Statement or Question	Response	Evidence	Rating
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	All system staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels, content areas, and other system divisions. Staff members have been trained to implement a formal process that promotes discussion about student learning and the conditions that support student learning. Learning, 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 system personnel. System personnel indicate that collaboration causes improvement results in instructional practice, system effectiveness, and student performance.	<ul style="list-style-type: none"> •Calendar/schedule of learning community meetings •Examples of improvements to content and instructional practice resulting from collaboration •Survey results •Common language, protocols and reporting tools •Professional development funding to promote professional learning communities •Agendas and minutes of collaborative learning committees •Examples of cross curricular or program projects, interdisciplinary instruction, and classroom action research projects •Evidence of informal conversations that reflect collaboration about student learning •Peer coaching guidelines and procedures •New Schools Meetings, Common Language, K-2 Report Cards, Collaboration with EC Personnel, PLC training, RtI, RtT Budget Audit 	Level 3

Accreditation Report

Madison County Public Schools

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the system's instructional process in support of student learning.	All teachers throughout the system use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Survey results •Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning •NCSIP, Autism Problem Solving Team, Seclusion and Restraint, CIPP, Mid Terms and Progress Reports, Senior Project, Freshman Academy, Smart Lunch, Common Core and Essential Standards, Rtl, Eessential Questions and Learning Targets, New Schools Common instructional Framework 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	All system personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all system personnel and include valid and reliable measures of performance.	<ul style="list-style-type: none"> •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •Records of meetings and informal feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to district and school beliefs and values about teaching and learning •CIPP, Compliance Training, Beginning Teacher Program, EC training, Rtl, HQ training, Mentoring and ILT Pairing, Evalaution Process 	Level 4

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Madison County Public Schools

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep 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 at the system level and in all schools. Families have multiple ways of staying informed of their children's learning process.	<ul style="list-style-type: none"> •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •Survey results •Calendar outlining when and how families are provided information on child's progress •Examples of learning expectations and standards of performance •Performance-based report cards •Volunteer program with variety of options for participation •Samples of exemplars used to guide and inform student learning •PTO, IEP Meeting Process, IEP Parent Surveys, CIPP, Open House, Field Trips, Participation on Committees, Calendar, Policies that require parent signature, Classroom Newsletter 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	School personnel implement and participate in a structure designed and evaluated by the system 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"> •Master schedule with time for formalized structure •Survey results •Description of formalized structures for adults to advocate on behalf of students •Curriculum and activities of structures for adults advocating on behalf of students •Communities in Schools, EC Case Managers, Homeless Representatives, Counselors, EC Case Managers, Clubs, Advisor/Advisee Program 	Level 3

Accreditation Report

Madison County Public Schools

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 across the system 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 in all schools 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">•Sample report cards for each program or grade level and for all courses and programs•District quality control procedures including the monitoring of grading practices across all schools•Survey results•Policies, processes, and procedures on grading and reporting•Sample communications to stakeholders about grading and reporting•Evaluation process for grading and reporting practices•IEP Progress Reports, CIPP, Testing Reports ACT, PLAN, 9-Week, Failure Notices, Teacher/Parent Conferences, Student Handbooks, 504's, All Calls, Rtl, RttT, PDP - Content Area Common Core meetings, AimsWeb, IEP's	Level 3

Accreditation Report

Madison County Public Schools

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 system's purpose and direction. Professional development is based on assessment of needs of the system. 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"> •Crosswalk between professional learning and district purpose and direction •Survey results •Evaluation tools for professional learning •District professional development plan involving the district and all schools •District quality control procedures showing implementation plan for professional development for district and school staff •Brief explanation of alignment between professional learning and identified needs •NCSIP, Transition Training, Autism Problem Solving, Agendas and sign in sheets, New Schools PD, RtT, Rtl, Common core, Reading 3D, PLC training, CTE Summer Conference, PBIS, District and School Data Teams, WRESA, Science House, Learning Walks 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	System and 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). System and 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"> •Data used to identify unique learning needs of students •Survey results •Training and professional learning related to research on unique characteristics of learning •List of learning support services and student population served by such services •Schedules, lesson plans, or example student learning plans showing the implementation of learning support services •Rtl, RtT, TEACCH, 21 Credit Program, PLC Training, Flexible Scheduling, AimsWeb, PBIS, 	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 the External Review team members may be interested in reviewing.

The Standard 3 AdvancED Committee found that each of our seven schools in Madison County promotes and focuses on student centered teaching and learning as our most important function. Providing students with the tools to be equipped and empowered for lifelong learning is a central focus of our district mission. Caring parents, faculty and administration hold each other accountable for student learning by in working in profession learning community teams. Schools provide equitable and challenging learning experiences for each of our students. We use universal assessment in reading and math through EVAAS, AimsWeb, PLAN and Reading 3D to make sure that we are addressing individual student needs throughout the semester using targeted assessment and progress monitoring. The implementation of Common Core standards has provided a focus for the district in increasing rigor and relevance aligned to student assessment data throughout our system. Each classroom lesson is guided by an essential question and learning target.

One area of concern for the team related to the lack of personnel and resources due to recent budget cuts. In spite of recent budget cuts and class size increases, faculty continue to provide exciting learning opportunities for students to develop 21st-Century Skills such as critical thinking and problem solving, information literacy, effective communication, curiosity and imagination, personal responsibility, and, above all, collaboration. We offer in house professional development with specialists in areas such as Response to Instruction (RtI), Science Technology Engineering and Math (STEM), Guided Reading, assessment, curriculum changes, and instructional strategies. By developing this capacity within our faculty, and by hiring professionals who can train, we have been able to reduce costs. Principals meet regularly with teachers, conduct classroom Walk Throughs, and use the North Carolina Teacher Evaluation Instrument to assure rigor and monitor instructional practice in each of our schools. The implementation of the Common Core has provided a renewed focus on student achievement and how we teach our students to be more reflective and analytical in their thinking. We also partner with the North Carolina New Schools Project in our two high schools. They have provided leadership training and coaching support to the faculty in design principles related to their common instructional framework. They will begin work with our middle school in the summer of 2013.

A strength found by the team was a strong district focus on becoming better at utilizing data which helps teachers meet the needs of students who need remediation and acceleration. Data teams meet both at the school level and at the district level. Faculty from across the district participated in two year comprehensive training in RtI: Reading and Math Foundations, Curriculum Based Measurement, and Problem Solving Model. Since that time our elementary schools have introduced flexible scheduling to focus on specific student reading and math levels. Our middle school has introduced "Pod Time" (and Smart Lunch at Madison High School) to meet the individual needs of students who need additional tutoring or enrichment time. Madison High School and Madison Early College High School continue enrollment patterns in a variety of courses ranging from technical and certificate programs to Career and College Promise, Freshman Academy, North Carolina Virtual Public Schools, APEX credit recovery and the 21 credit option. These courses, among others, provide students with many challenging opportunities to be "equipped, engaged, and empowered."

Communication between grade level teachers and content area teachers at the secondary level has provided an important district structure for setting common curricular goals and student learning expectations. The collaboration time at the elementary level takes the form of district grade level meetings and school data teams that look at unit plans, common assessments, student data and student work; the collaboration takes the form of Professional Learning Community (PLC) teams by using group norms and data to drive the agenda. At the middle and high school level, teachers meet vertically in content specific teams and have developed pacing guides, unit plans, common assessments and learning targets. Teachers across the system are provided with professional development release days to align curriculum, instruction and assessment to the Common Core Standards and the North Carolina Essential Standards.

Each of the seven Madison County Schools incorporates the use of technology in many instructional strategies and interventions. The Race to the Top grant was written to provide wireless infrastructure in both of our high schools and in our middle school. Our one to one grant funded through the Golden Leaf Fund provides enormous access to technology for students at Madison High School to support student collaboration and individual student learning needs. In each of our classrooms across the district we have invested heavily in interactive white boards and short throw projectors allowing teachers to plan lessons requiring the use of technology in student research and presentations.

Accreditation Report

Madison County Public Schools

Beginning teachers are assigned a peer mentor, and they attend induction programs and professional development in areas such as the Common Core Standards and working with student who live in poverty. The system has a beginning Teacher program coordinator who organizes meetings, develops the program handbook, and assures that the needs of newly hired teachers are being met. School leaders provide ways for teachers to visit the classrooms of fellow teachers through Learning Walks, and by visiting other school systems to observe best practices.

Each of our schools have a strong focus on parental involvement through programs such as Meet the Teacher Night, School Improvement Teams, Communities in Schools, Reading Committee Volunteers, Calendar Committee, Field Trips, Parent/Teacher Organizations, Title I Events, and Booster Clubs. Parents are informed of student progress through report cards, mid-term reports, school calendar, syllabi, classroom curriculum, websites, school newsletters, Individual Education Plan meetings, email, and school wide and district wide phone messages. Madison County Schools is also transitioning to the PowerSchool Data Management System which will further provide clear criteria for grading and reporting across the system. Students and parents will also have access to consistent grading policies and procedures across the district.

Madison County School personnel advocate for students in a variety of ways. In each of our schools students are assigned either to a home room teacher or a self contained classroom teacher. We provide Counseling services, Individual Education Plans, EC Case Managers, Advisor/Advisee program, and clubs. The committee felt that we need to continue to develop advocacy programs for individual student needs.

Madison County Schools is proud of the collaborative culture we have created through our PLC's and continuous professional development focused on exemplary student achievement. There is a need to more consistently monitor programs as budget cuts have decreased our personnel in recent years. Finally, the committee noted the need for time for our teachers to implement the new curriculum and teaching strategies.

Resources and Support Systems

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

Overall Rating: 2.62

Indicator	Statement or Question	Response	Evidence	Rating
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	Policies, processes, and procedures ensure that system and school leaders have access to, hire, place, and retain qualified professional support staff. System and school leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement throughout the district. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the system, individual schools, and educational programs.	<ul style="list-style-type: none"> •Assessments of staffing needs •District quality assurance procedures for monitoring qualified staff across all schools •School budgets or financial plans for last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff for the district and schools •Documentation of highly qualified staff •District budgets or financial plans for the last three years •Teacher Teachers.com., Beginning Teacher Program, NC Teacher Evaluation Instrument, HQ Reports, Title II Plan, Relationship with Colleges/Universities, Professional Development to ensure HQ, Principal input on needs, student enrollment is monitored, Strategic Plan, personnel and Board policies, personnel files, application process online, vacancy survey 	Level 3

Accreditation Report

Madison County Public Schools

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 system, individual schools, educational programs, and system operations.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is protected in policy and practice. System and school leaders work to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and 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 purpose and direction of the system and its schools.	<ul style="list-style-type: none"> •Examples of school schedules •District strategic plan showing resources support for district •Survey results •Alignment of district budget with district purpose and direction •Examples of efforts of school leaders to secure necessary material and fiscal resources •District quality assurance procedures showing district oversight of schools pertaining to school resources •Examples of school calendars •Alignment of school budgets with school purpose and direction •Calendar Committee, Continuum of EC Services, CIPP, IEP Parent Surveys, Title I Plan, Teacher Working Conditions Survey, Data Meetings, Rtl, equity among schools 	Level 3

Accreditation Report

Madison County Public Schools

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	System and 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. System and school personnel as well as 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"> •Example school records of depreciation of equipment •School safety committee responsibilities, meeting schedules, and minutes •District quality control procedures showing the monitoring of compliance with district expectations for school facilities and learning environments •Survey results •Policies, handbooks on district and school facilities and learning environments •Documentation of compliance with local and state inspections requirements •Example systems for school maintenance requests •Example maintenance schedules for schools •Safe Schools Plan, ADA, maintenance logs, SRO's, science safety training, school nurses, facilities plan, School Improvement Plans, identification cards, visitor logs, Serv Safe Certification (lunch rooms) 	Level 3

Accreditation Report

Madison County Public Schools

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	The system has policies and procedures for strategic resource management. The system employs a long-range strategic planning process in the areas of budget, facilities, and other strategic system components. The strategic planning process is evaluated for effectiveness, and improvement plans related to the process are developed and implemented when necessary. Strategic plans are implemented with fidelity by the governing body, and system leaders and have built-in measures used to monitor implementation and completion.	<ul style="list-style-type: none"> •District quality control procedures showing the monitoring of compliance with district expectations for school facilities, learning environments •District strategic plan showing the areas of budget, facilities, quality control, and other strategic systems •Survey results •Policies, handbooks on district and school facilities and learning environments •Evaluation results of the effectiveness of the district strategic plan or indicators of changes resulting in the evaluation of the effectiveness of the strategic plan •Strategic Plan, budget, CIPP, NCSIP, Autism Problem Solving Team, IDEA Parts B and C, Title I, capital plan for facilities, data teams, minutes/agendas, professional development plan, bidding out contracts, external audits, 5 year facility survey/plan to state, technology plan 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to provide students and school and system personnel access to media and information resources. The system attempts to hire qualified personnel to assist students, school, and system personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Data on media and information resources available to students and staff •Survey results •District education delivery model intended for school implementation including media and information resources to support the education program •technology plan, media sign up/schedule, websire resources page, parent, teacher and student surveys, alert now phone system, help desk 	Level 2

Accreditation Report

Madison County Public Schools

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	The system provides a fully functional technology infrastructure, working equipment, and a technical support staff to meet the teaching, learning, and operational needs of stakeholders. System and school personnel develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.	<ul style="list-style-type: none"> •Brief description of technology or web-based platforms that support the education delivery model •District quality control procedures that monitor the effectiveness of technology services at the district-level and school-level •Assessments to inform development of district and school technology plans •Survey results •Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness •District technology plan and budget to improve technology services and infrastructure for the district-level and school-level •Policies relative to technology use at the district-level and school-level •Examples of school-level technology plans and budgets to improve technology services and infrastructure to students and staff •School fusion, CECAS, EC Wikis, webpages, district technology committee, help desk, online tutorials, EVAAS, Sky Drive, Brain Pop, Discovery Plus 	Level 2

Accreditation Report

Madison County Public Schools

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	The system has a process to determine the physical, social, and emotional needs of students and then selects or designs and implements programs to meet the needs of as many students as possible. System and school personnel regularly evaluate programs. Improvement plans related to these programs are sometimes designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •Examples of improvements made to education program and delivery models based on results of program effectiveness evaluations •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •Survey results •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Rubrics on developmentally appropriate benchmarks; e.g. early childhood education •List of support services available to students •EC Program, Positive Behavior Intervention Support, volunteer committee, Communities In Schools, Student Health advisory Committee, MCS Education Foundation, Smart Lunch, Pod Time, Advisor/Advisee, Patriot Place, Homebound Services, Freshman Academy, School Nurse Workplan, Rtl, SSMT, United Way 	Level 2

Accreditation Report

Madison County Public Schools

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	The system has designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •Description of referral process •List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •District quality assurance procedures that monitor program effectiveness of student support services •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Career Technical Education (CTE), Career Pathways, Early College, FFA, Individual and Group Counseling, CFNC, college fair, career cruising, college application week, career day, Student Services Management Team (SSMT), WIA, 504 and Individual Education Plans, Upward Bound, project Discovery, Senior Project 	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 the External Review team members may be interested in reviewing.

The Standard 4 Committee agreed that Madison County Schools seek to employ the best possible staff to support students in their learning and to support the district Strategic Plan goals. Madison County Schools has a clearly defined procedure to recruit, employ and retain qualified certified staff to fulfill the purpose of each of our schools and the district mission. The school system meets 100% of the Highly Qualified criteria under No Child Left Behind for staff working with our students. All teachers are evaluated using the North Carolina Teacher Evaluation instrument in McREL, and staff are certified in their content area and grade level span. The evaluation system is designed as a growth instrument and is used to create high expectations and rigor in the classroom. Student to teacher ratios are evaluated regularly by district personnel, and principals, to assure that all positions are filled to benefit the students and meet increasing fiscal responsibility. Each of the seven schools in Madison County promotes continuous improvement by implementing the goals and initiatives in the district strategic plan and in each school improvement plan. All schools are implementing Professional Learning Communities (PLC) to address curriculum initiatives such as writing across the curriculum, analyze student data, and to implement effective instructional strategies. Each school has developed a PLC plan to drive this collaborative process at the school level. Some of the programs that promote equity in teaching and learning for all students are: Response to Instruction (RtI) where data is used through AimsWeb and mCLASS: Reading 3D to progress monitor students and provide lessons that support their individual academic needs. Our two high schools are supported by the North Carolina New Schools program, and their instructional coaches that provide job-embedded training on their Common Instructional Framework. Our middle school has introduced "pod time" so that students who are in need of additional support can work with a certified

teacher on a learning plan that meets their needs for remediation or extension.

The Finance Director prepares monthly budget reports and maintains up to date policies for the Superintendent, school principals, department heads and the Board of Education. Through the monthly budget reporting process, monitoring of expenditures occurs so that administration from across the district can effectively allocate resources through the end of the fiscal year. Madison County Schools has secured grants from NCQUEST, The Community Foundation of Western North Carolina and the Golden Leaf Fund for 1:1 initiatives and Project Lead the Way.

Madison County Schools places a strong emphasis on technology in order to support the educational programs at each of our seven schools. The district Technology Plan has supported a process of providing technology infrastructure in each classroom including Interactive White Boards and Digital Projectors. Our district Race to the Top grant will provide over \$200,000 in wireless infrastructure to our middle school and high schools. We also have a district Technology Committee which serves to maintain a focus on technology district-wide through initiatives such as the Citrix, Discovery Education and online testing. The school system website provides information for parents and staff from each department in the district and our automated calling system has been an important resource for conveying consistent messages to all of our stakeholders in a timely way.

Madison County Schools provides student services through our Counselors and Social workers who promote character education classes, whole class and small group services for students, education and career counseling, homebound services, and they often chair their school Student Services Management Team, RtI Tier Teams and 504 committee. Counselors, School Nurses and Social Workers have formed a district PLC to meet the needs of students in the areas of safety, data analysis, and to address the many issues presented by poverty. The result of one recent meeting was the formation of a Standing Response Team to respond in a time of crisis if called. Individual Education Plans are implemented for students who are placed in the Exceptional Children's. EC staff work closely with regular education teachers to meet the needs of students with special needs, they case manage students and report to parents annually on the progress of their student toward research bases goals. CIPP!

Madison County Schools also works closely with Communities in Schools (CIS) to assist students who are in need of academic support and remediation. Our CIS Director meets regularly with school administration and forms relationships with local businesses, healthcare providers, social service agencies and parents to provide needed resources for our district. We work closely with local law enforcement and emergency response teams to increase safety and provide School Resource Officers at each of our schools. Madison County Schools also works closely with the Madison County Health Department to provide four school nurses to meet the medical needs of students and to assure that mandatory safety trainings occur regularly with faculty and staff. Schools regularly conduct fire drills, equipment inspections, and report on the safety and cleanliness of the school environment through monthly reports to the Superintendent.

There are numerous district wide committees that meet to discuss improvement efforts such as the Student Health Advisory Committee (SHAC), the Madison County Safe Schools Committee, and the regular monthly meetings of district administration and principals. Recently, there has been a renewed focus on school safety which has resulted in a new Safe Schools Plan. Furthermore the Board of Education is revising the three year strategic plan to address the many issues presented by reduced budget allocations from the North Carolina General Assembly.

The committee found that areas for growth again included issues related to budget and personnel, it was determined that a long term strategic plan needed to be developed with clear timelines for the implementation of technology initiatives such as Citrix and wireless infrastructure.

Using Results for Continuous Improvement

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

Overall Rating: 2.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	System and school personnel maintain and use a comprehensive assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance. The comprehensive assessment system ensures consistent measurement across classrooms, courses, educational programs and system divisions. Most assessments are proven reliable and bias free. The comprehensive assessment 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"> •Brief description of technology or web-based platforms that support the education delivery model •Brief description of student assessment system including range of data produced from standardized and local or school assessments on student learning and school performance •Evidence that assessments are reliable and bias free •Survey results •Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness •Documentation or description of evaluation tools/protocols •IEP Process, CIPP, Parent Surveys, ClassScape, TE 21, Aimsweb, Reading 3-D, State Tests 	Level 3

Accreditation Report

Madison County Public Schools

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 that support learning.	Processes and procedures for collecting, analyzing, and applying learning from data sources are documented and used by professional and support staff throughout the district. Data sources provide a picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. System and school personnel use data to design and implement improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.	<ul style="list-style-type: none"> •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •Survey results •List of data sources related to district effectiveness •Examples of data used to measure the effectiveness of the district systems that support schools and learning •District quality control procedures that monitor schools in effectively using data to improve instruction and student learning •Examples of changes to the district strategic plan based on data results •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •OCS, CIPP, NCSIP, IEP Process, District Testing Plan, Common and Formative Assessments 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Policies and written procedures specific to data training •Professional learning schedule specific to the use of data •Survey results •Documentation of attendance and training related to data use •IEP Process, CIPP, EVAAS, ClassScape, Rtl, Aimsweb 	Level 2

Accreditation Report

Madison County Public Schools

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate mixed levels of improvement, and system and school personnel sometimes 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">•Examples of use of results to evaluate continuous improvement action plans•Agendas, minutes of meetings related to analysis of data•Policies and procedures specific to data use and training•Student surveys•Evidence of student readiness for the next level•Evidence of student growth•Description of process for analyzing data to determine verifiable improvement in student learning•CIPP, IEP Process, PLC Training, EVAAS Training	Level 2

Accreditation Report

Madison County Public Schools

Indicator	Statement or Question	Response	Evidence	Rating
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	System and school leaders monitor comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Leaders regularly communicate results using multiple delivery methods and to all stakeholder groups.	<ul style="list-style-type: none"> •District quality control procedures for monitoring district effectiveness •Minutes of meetings regarding achievement of student learning goals •Executive summaries of student learning reports to stakeholder groups •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Examples of district marketing tools and websites that cite student achievement results or that make promises regarding student achievement •District quality control procedures for monitoring information about student learning, systems that support learning, and the achievement of school improvement goals •Communication plan regarding student learning, systems that support learning, and achievement of school improvement goals to stakeholders •CIPP, Data Teams, Rtl, PLC's 	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 the External Review team members may be interested in reviewing.

Madison County Schools incorporates comprehensive assessment systems to drive data based decision making for our district. Grades K-2 utilize a K-2 Literacy Assessment that measures foundational reading skills, early writing skills and text comprehension. Our district is currently under transition to a K-3 mobile reading assessment system called Reading 3D through mClass. Teachers will follow a timeline based on student achievement level, dictating how often they will progress monitor in addition to performing standard benchmarking assessment. Students in grades K-8 complete nationally norm referenced, standardized assessments three times each year called AIMSweb. This program assesses literacy skills, as well as, mathematics. State high stakes tests (End-of-grade/End-of-Course (EOG/EOC) assessments) are also monitored through Education Value Added Assessment Systems (EVAAS). VOCATS, PLAN, ACT, and WorkKEYS are additional assessments used at the high school level to help guide students college/career path and teacher instruction.

Elementary schools are leading our district by using these systems, analyzing data during data team meetings, and providing interventions to target student weaknesses based on the results of the assessment. Middle and High Schools are completing faculty-wide training on how to use EVASS and are forming professional learning communities that will use the resulting EVASS data to guide unit planning.

Accreditation Report

Madison County Public Schools

All elementary teachers, and teacher leaders at middle and high have been trained in data analysis and decision making through Response To Intervention (RTI). This training highlighted a need for additional comprehensive assessment systems for middle and high (ClassScape). With ClassScape district wide benchmarking of all subjects will be possible and give teachers and principals the data needed to assess student growth more consistently.

Principals and Lead Teachers facilitate data team meetings at each school to ensure assessment data is being appropriately analyzed used to promote student growth. These leaders guide needs assessments and additional training on data analysis as needed. Students' needs are identified and progress monitored as interventions are implemented. District level administrators facilitate similar data team meetings with principals to analyze district wide data and discuss continuous improvement.

Stakeholders learn about the progress of our district through multiple avenues. Various written correspondences, mailings, local publications, website postings and phone contacts are just a few of the communication streams used to inform stakeholders. Our community participates in school board meetings, and focus groups, ensuring communication is not just unidirectional but multidirectional.

Madison County Schools strengths for Standard 5 include:

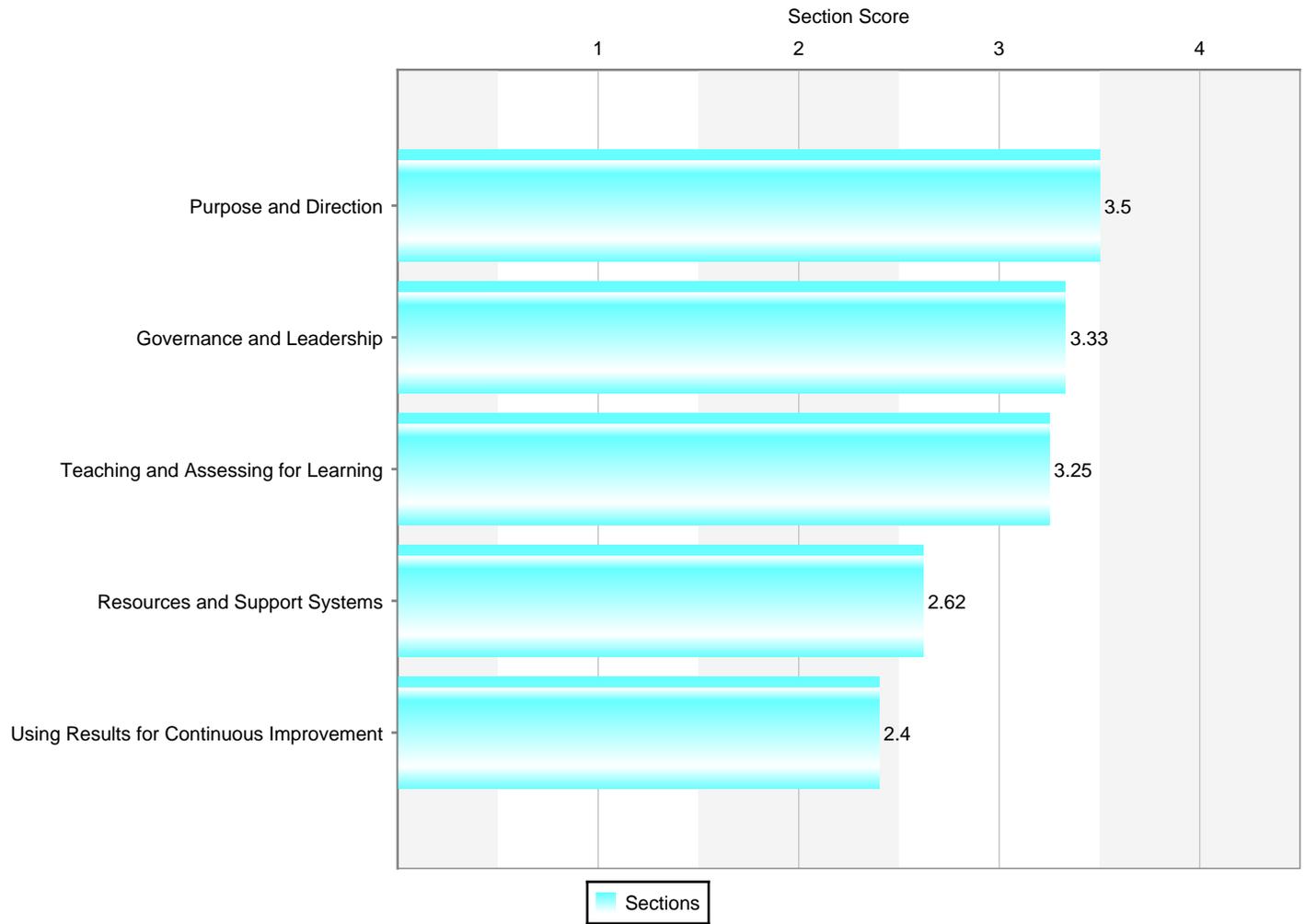
- ☐ Working together as a district to inform our stakeholders about assessment data,
- ☐ Providing a variety of assessments,
- ☐ Providing professional development and training on data analysis and use and
- ☐ Data teams at the elementary schools
- ☐

Areas of growth for Madison County Schools concerning Standard 5 include:

- ☐ Need for a plan to train new teachers on county assessment systems and data analysis
- ☐ Full implementation of Reading 3D and ClassScape
- ☐ Further training and support for middle and high using EVAAS
- ☐ Increase use of data to inform and drive classroom instruction district wide

Report Summary

Scores By Section



Assurances Report

AdvancED Assurances

Assurance	Certified	Comment/Attachment
The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes	
The system verifies that all institutions within its jurisdiction meet the AdvancED Standards for Schools. Attach a description of the quality assurance process used to monitor the institutions.	Yes	
The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	
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	<u>Strategic Plan Attached</u> <u>Madison County Schools Strategic Plan.docx</u>
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	
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: <ul style="list-style-type: none"> •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	

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.

Criteria for Assessing Stakeholder Feedback

Statement or Question	Response	Evidence	Rating
Select the rubric level obtained from the Stakeholder Feedback Worksheet.	Level 3: Minimum response rate was met. All surveys had an average item value of 3.20 or above (on a 5.0 scale).	<ul style="list-style-type: none">•Evidence of randomness of sample if sample population is selected•Evidence of survey responses•Evidence of survey response rates•AdvancED Surveys, North Carolina Teacher Working Conditions Survey, Self Assessment Team Data	Level 3

Areas of Notable Achievement

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

In analyzing the areas that show the overall highest level of satisfaction or approval regarding stakeholder perceptions, the following areas were rated between 4.0 and 4.25 according to the aggregated average of all schools.

Parent (670 responses)

Indicator 1.3: The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

Indicator 2.4: Leadership and staff foster a culture consistent with the school's purpose and direction.

Indicator 3.6: Teachers implement the school's instructional process in support of student learning.

Indicator 4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

Indicator 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.

Staff (175 responses)

Indicator 1.3: The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

Indicator 2.4: Leadership and staff foster a culture consistent with the school's purpose and direction.

Indicator 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.

Indicator 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.

Indicator 5.5: Leadership monitors and communicates information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

Students (1,774 responses)

Students in grades K-2 indicated that they felt comfortable and safe and that "Other teachers know me." Students also indicated that "My teachers want me to learn," that they have books to read at school, and that the academic program offers opportunities for them to think and work together.

Students in grade 3-5 also indicated that they have opportunities to think and work together and that they were praised for positive behavior and academic performance.

Students from our middle and high school felt that school programs and services are available to help them to succeed, and student expressed that the purpose and expectations of the school are clearly explained to them and their families. Students also expressed that they can participate in activities that interest them and that teachers fairly evaluate and grade their work.

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

Survey data indicates that there is a strong sense that the purpose and direction of each school is evident. Furthermore, it is noted that our schools demonstrate a strong focus on student-centered teaching and learning evidenced by responses from both parents and teachers. There is a correlation in the survey responses that demonstrates that the district engages in a process of improvement and communicates information about student learning to stakeholders. Stakeholders feel that our schools provide a safe positive environment in which to teach and learn, and that the faculty has an effective process for making group decisions and solve problems. Staff also indicated that our schools have a shared vision and that school leadership consistently supports teachers. Students also indicated that resources and support systems were working to help students succeed.

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

The North Carolina Teacher Working Conditions Survey was used to locate areas of consistency using alternative feedback sources. This survey was used to determine trends over a four year period from 2008-2012. Across the district, there was a strong increase in teacher satisfaction regarding the trust they were afforded to make sound professional decisions about instruction. There was also strong agreement that schools across the district take steps to solve problems. Survey data showed that school leadership makes a sustained effort to address issues related to facilities and resources across the district. Another area of drastic improvement related to professional development where teachers felt that an appropriate amount of time was given to professional development, that professional development was data driven and aligned to School Improvement Plans.

Areas in Need of Improvement

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

The overall lowest level of approval across the district related to the following:

Indicator 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. This area had the lowest score of at or below 3.75 on the aggregate average for both parents and staff.

Indicator 3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. According to parent survey responses this was an area of lowest approval at below 3.75.

Indicator 4.5: The technology infrastructure supports the school's teaching, learning, and operational needs. Students also indicated a need for computers at school

Indicator 4.6: The school provides support services to meet the physical, social, and emotional needs of the student population being served.

Indicator 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.

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

There is a clear trend in decreasing satisfaction among stakeholders relating to technology access and infrastructure. As our district transitions to online testing and with the increasing need for online access, our staff has struggled to implement Citrix, support existing computer needs, and supply the wireless infrastructure to support current instructional practice. Another trend with regard to stakeholder satisfaction relates to support services to meet the emotional needs of our student population. Through RtI we can see that up to 15% of our students need support beyond our school level capacity with regard to social and emotional needs. There is also a clear sense across the district that more support is needed in the use of data. We are becoming data rich, but we need to focus future training on using data to inform instructional practice.

What are the implications for these stakeholder perceptions?

The implications for these stakeholder perceptions are critical. Parents, students and teachers feel the need for more technology infrastructure. While these are perceptions that we are acting to remedy through our Race to the Top grant and Golden Leaf grants, they continue to raise concerns. Teachers feel the need to have more training on data analysis, and due to budget cuts, they are concerned with the possibility of continually rising teacher-student ratios and the impact this can have on student achievement.

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

Through the North Carolina Teacher Working Conditions Survey we see a consistency in the data across multiple sources. This is particularly evident with technology infrastructure and access to connectivity in remote areas of Madison County.

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.

Assessment Scores

Label	Question	Value
1. Quality Score	Enter the average assessment quality score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
2. Alignment Score	Enter the average assessment alignment score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
3. Disaggregation/Analysis Score	Enter the average disaggregation/analysis score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	3.0

Label	Question	Value
4. Student Results Status Score	Enter the average student results status score from the Student Performance Worksheet.	18.0

Label	Question	Value
5. Improvement Score	Enter the average improvement score from the Student Performance Worksheet.	0.0

Label	Question	Value
6. Overall Student Performance Score	Enter the average overall student performance score from the Student Performance Worksheet.	29.0

Areas of Notable Achievement

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

Areas of Notable Achievement

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

According to Student Performance Worksheet improvement scores:

6th grade Math is minimally above the expected level of performance.

8th grade Reading and Science scores are above the expected levels of performance.

High school Biology and English I are above the expected levels of performance.

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

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

Student performance in science is improving across the district. The scores went down a modest amount due to the numbers of students in the most recent 5th grade assessment but data points toward improvement. According to EVAAS data 5th grade students are demonstrating the most growth. Last year more students achieved their growth projection than the previous year. Therefore, even if the proficiency score does not show dramatic gains the growth projections do. There has been a strategic focus on 6-12 science for the past 4 years. Madison County Schools has partnered with NC State University's STEM outreach arm The Science House to facilitate a professional development initiative, S3: Sustained STEM Support. A needs-assessment was performed and a strategic teacher professional development plan developed that was designed to help build capacity of our teachers to shift instruction toward best practices in science and engineering. This will continue to be a priority as we move toward Next Generation Science Standards and the positive trend for science is expected to continue. English-Language Arts is another area showing positive trends between 8th and 9th grade assessments however this is still an area of great concern.

Which area(s) indicate the overall highest performance?

3) Which area(s) indicate the overall highest performance?

Science demonstrates the highest performance (8th grade science and Biology).

3rd, 4th, 5th and 8th grade Math are also high performing.

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

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

According to the NCDPI Report of Disaggregated Data, females are demonstrating an increasing trend in every subject except Algebra I. The SY 2012-2013

county population is relatively homogeneous and has few individuals in subgroups related to ethnicity. This makes identifying trends with these subgroups difficult and statistically unreliable. With that in mind, our Hispanic population is performing typically well above the norm in almost every tested subject although the small subgroup numbers make a discussion about trends more difficult. In Science (5th,8th grade) and Reading (3-8 grade) and English I the "Students with Disabilities" subgroup is showing an increase in performance from 2010-11 to 2011-12.

Between which subgroups is the achievement gap closing?

5) Between which subgroups is the achievement gap closing?

Our statistically valid subgroups consist of gender groups, students with disabilities, and occasionally one or more ethnic groups. The female subgroup is out performing the male subgroup consistently. This has created an inverse trend compared to most of the nation. There is no gap between our ethnic subgroups and the norm.

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

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

All of the above findings are consistent with the NCDPI Report of Disaggregated Data. Education Value-Added Assessment System (EVAAS) reports data that tracks student growth in a subject and projects the potential growth for a student in that area. This is different from a performance-based system, which just analyzes proficiency. The EVAAS reports demonstrate students are achieving or exceeding growth expectations in reading (3rd-7th grades), English I, science (5th and 8th grades), and math (3rd, 4th, 5th, 6th and 8th grades). This is comparable to the performance data.

Areas in Need of Improvement

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

Areas in Need of Improvement

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

Reading (Grade 3, Grade 4, Grade 5, Grade 6, Grade 7),

Math (Grade 3, Grade 4, Grade 5, Grade 7, Grade 8),

Science (Grade 5), and Algebra I are below the expected levels of performance.

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

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

The trend in the above areas is very slight. A better description is to say our performance is flat and stable in most of these subjects and grades, with the exception of Grade 4 and Grade 7 and Algebra I. Both Reading and Math scores in these grades demonstrate a significant downward trend.

Which area(s) indicate the overall lowest performance?

Which area(s) indicate the overall lowest performance?

Math (Grade 7) and Algebra I show the lowest performance.

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

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

The "Students with Disabilities" subgroup demonstrates a downward trend in math (3-8), Algebra I and Biology. The female subgroup is slightly decreasing in science (5th and 8th).

Between which subgroups is the achievement gap becoming greater?

Between which subgroups is the achievement gap becoming greater?

Our "Students with Disabilities" subgroup is an area of concern. This subgroup is continuing to fall behind. The data show a continuous, significant gap between these students' results and the percent of all students at or above the proficiency level.

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

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

All of the above findings are consistent with the NCDPI Report of Disaggregated Data. The Education Value-Added Assessment System (EVAAS) reports data that tracks student growth in a subject and projects the potential growth for a student in that area. This is different from a performance-based system, which just analyzes proficiency. The growth reports demonstrate students are not meeting growth in Biology, Algebra I, 7th grade math and 8th grade reading. This is comparable to the performance data for most subjects except for Biology. Student growth scores in EVAAS over a 3-year period are trending upward in Biology and many students are reaching proficiency but data show students are still not achieving their growth potential.