

# **Coweta Committed to Student Success**

## **2006 District Accreditation**

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## Southern Association of Colleges and Schools

### Coweta County School System Report

#### *Section One: Overview of the District's Preparation and Organization for Self-Study*

For the Coweta County School System, ensuring the success of students is a continuous process. The vision, planning, and perpetual examination of progress is a journey undertaken by employees and other stakeholders to create a dynamic framework for improvement. Rather than creating a static document, the system relies on collaboration to identify areas of strengths and areas for improvement so that systemic change that promotes continuous improvement may take place on an ongoing basis for students. To this end, the Coweta County School System includes in its improvement process a clear *vision* for the future and direction of the system, a *profile* of the current reality of the system as a whole and each school within the system, a *plan* to address student learning and the capacity for improvement, and documentation of *results* of efforts designed to make the vision a reality. The Coweta County School System Continuous Improvement Process graphic illustrates this process (see Appendix A).

#### *Vision Development Process*

A clear and compelling vision is the framework and foundation around which the improvement process is built. In July 2002, Coweta County Schools underwent a year-long process to define the system's vision. A team of representatives from elementary, middle, and high schools worked to develop a preliminary system vision. This vision was then presented to all stakeholders for input through the teacher forum, assistant principals' forum, principal meetings, parent newsletters, and school faculty meetings. In June 2003, the collaborative process culminated with a clear and shared vision that the Coweta County School System will

ensure the success of each student. This vision statement supports the system's mission to be committed to student success.

Schools in the Coweta County School System are not autonomous units but part of a cohesive system with a shared mission, vision, and set of beliefs. At the school level, the mission, vision, and beliefs reflect the uniqueness of the individual schools, but all schools' visions, missions, and beliefs are aligned with the system's.

Having a vision is not sufficient in itself. That vision must be shared and continually visible to stakeholders. The Coweta County School System ensures that its vision serves as a compass during the continuous improvement process by posting it on the school and system web pages, printing it on employee business cards and student agendas, and posting it in school classrooms and public areas. The vision is also prevalent in faculty, administrative, and Board of Education meetings to serve as a reference when planning and conducting school business.

#### *Profile Development Process*

The Coweta County School System works to compile and maintain a current and comprehensive profile of data and stakeholder perspectives. In June 2003, a committee evaluated the school system using Phil Schlechty's Working on the Work (WOW) district, school, and classroom standards to determine the system's strengths, limitations, and capacity for change and improvement. Through this self-reflective process, a careful analysis of student progress based on test scores and the use of a climate survey administered to all school employees, parents, and business partners, the committee developed an overall picture of the system. After reviewing the standards, the committee that evaluated the WOW standards worked in tandem with the system's Strategic Planning Committee to ensure that the needs identified through the WOW standard evaluation were incorporated into the system's Strategic Plan (see Appendix B).

In addition to the profile compiled internally, both the system and individual schools rely on the detailed profiles provided on-line by the Georgia Department of Education (GDOE) and the Governor's Office of Student Achievement (OSA). These sites provide an abundance of quantitative data for test scores and demographics that allow both the schools and the system to reflect annually on a snapshot of the most current reality in comparison to the system's vision.

#### *Plan Development Process*

Just as the system's vision must provide direction for the school improvement process, the Strategic Plan must act as a roadmap in addressing students' instructional needs and in building capacity for improvement. The Strategic Planning Committee was formed in July 2003 and worked until June 2004. Using the system's vision, mission, and beliefs as a foundation, the committee then reviewed the System Profile and developed the system's Strategic Plan. The document is written as a five-year plan, which is revisited annually and then adjusted based on the annual profile and needs. As part of the improvement process, the system also has recognized the need for a balanced scorecard and is working toward including this to aid in the self-evaluation process.

The Coweta County School System continually strives to use current best practices in self-evaluation for improvement. In order to support the philosophy of having one unified school system instead of many autonomous schools within a system, Coweta County Schools began researching the idea of participating in the new Southern Association of Colleges and Schools (SACS) district accreditation process. In April 2005, Mr. Terry Cullifer, State Director of the Georgia Council on Accreditation and School Improvement, conducted a Readiness Training for principals and central office personnel. As a result of this training, the Coweta County School

System has enthusiastically embraced the district accreditation process as a tool for school improvement.

#### *Results of Continuous Improvement Process*

Developing the Strategic Plan for Improvement, however, is only the beginning of the improvement process. In order for improvement to be perpetual, results of the initiatives in the plan must be scrutinized on an annual basis, and changes must be made in order to redirect the plan as needed. Through the evaluation of results, the Coweta County School System ensures that it is continually working toward meeting its mission and vision. Documentation of results includes both those initiatives that were successful and those that were not successful so that true systemic improvements may be made.

Individual schools utilize the GDOE and OSA websites to access school and system data annually, and this data is used to formulate their school improvement plans. When results indicate improvements need to be made, schools and the system turn to research-based best practices such as the individual tutorial program, which has resulted in increased student achievement. System-level adaptations are also made in response to results. In October 2005, a School Improvement Coordinator was employed to assist all schools, especially those schools in Needs Improvement status, in their improvement process. In addition to quantitative student achievement results, qualitative data such as reflections documented in professional learning logs, evaluations from professional learning courses, and interviews from principals and central office personnel provide insight into the direction the system is moving and the effectiveness of action steps listed in the Strategic Plan.

From establishing a guiding vision, to developing a profile of current reality, to creating a Strategic Plan for action, to scrutinizing results to determine the effectiveness of the plan, the

Coweta County School System is focused on continuous improvement. Whether daily, annually, or on a five-year cycle, self-review and self-renewal are the Coweta County School System's keys to meeting its vision of ensuring the success of each student.

*Section Two: Narrative Analysis of Accreditation Standards*

Representatives from all stakeholder groups were involved in the process of gathering and evaluating evidence to determine if the Coweta County School System is meeting standards and demonstrating the capacity to continue to improve in all areas. On October 11, 2005, representatives from each school and stakeholder group met together to discuss and evaluate this evidence. School building administrators, teachers of the year, parents, and business partners representing each school attended, along with representatives from the central office and the Board of Education. Representatives were divided into 10 committees, one for each standard. Prior to the meeting, a chair for each committee had been determined, and the chairs met to discuss their roles and responsibilities in leading the groups (see Appendix C).

The SACS coordinator presented the group with information on the overall SACS accreditation process, and then each committee discussed evidence for its standard during the first half of the day. After lunch, each committee presented its findings to the entire group, and each committee reported that it was evident that the Coweta County School System is meeting each standard.

The results from these committees were presented to board members and then to all central office and school building administrators. These stakeholders participated in a "gallery walk" for each standard where they had an opportunity to provide additional input. Below is a summary of the results from the input that was gathered from all stakeholders.

*Standard One: Beliefs and Mission*

A quality system develops and communicates a vision, mission, and beliefs that provide a focus for the quality of work of the students and quality of the work of the system and schools.

**Indicator (1.1):** Establishes a vision for education in the community through the leadership of the governing board of the system and in cooperation with its stakeholders.

**Evidence:** The system’s vision, mission, and beliefs were developed through a year-long collaborative process with input from all stakeholder groups. The vision, mission, beliefs, and overall goal are stated on the system website, school websites, in student agendas, on business cards, and are posted in classrooms throughout the system.

**Indicator (1.2):** Identifies system-wide goals to advance the vision.

**Evidence:** The system’s vision of “We ensure the success of each student” was created through a collaborative process and is clearly communicated to stakeholders. The system Strategic Plan and individual school improvement plans, which are reviewed yearly, identify specific action steps to help the system advance its vision.

**Indicator (1.3):** Establishes an accountability system to document and monitor achievement of its goals.

**Evidence:** Progress reports and report cards are used to document achievement. Test scores, benchmarks, checkpoints, and nine-week exams are used to monitor achievement. The Adequate Yearly Progress (AYP) report and system report card, which uses Criterion-Referenced Competency Test (CRCT), Georgia Alternate Assessment (GAA), and Georgia High School Graduation Test (GHS GT) data, establishes accountability. The system Strategic Plan documents steps for monitoring achievement of its goals.

**Indicator (1.4):** Develops and continuously maintains a profile that describes the system, students, and community.

**Evidence:** The public information officer gathers and publishes system profile information on the system website and sends information to the local paper. The system strategic plan documents this information as well. School improvement plans were formulated through school leadership team meetings using this information.

**Indicator (1.5):** Ensures that the system’s vision, mission, and beliefs guide the instruction and curriculum throughout the system and reflect research and best practices concerning teaching and learning.

**Evidence:** Student handbooks, agendas, and faculty handbooks clearly state the system’s vision, mission, and beliefs, which focus on student learning and student success. A final vision, mission, and beliefs was adopted by the system in 2003. Professional learning activities, grade level and department meetings, and teacher workshops are used to guide and improve instruction and curriculum.

**Indicator (1.6):** Reviews its vision, mission, and beliefs annually and revises them when appropriate.

**Evidence:** The system's vision, mission, and beliefs are revisited yearly as a part of the review of the system's Strategic Plan. The system's vision, mission, and beliefs are also reviewed and revised at the Board of Education workshop and retreat, at principals' retreats, and during the SACS accreditation process.

**Results of Meeting Standard One:** The evidence suggests that this standard is met. The system's mission, vision, and beliefs were developed using input from all stakeholder groups and are reviewed annually. They are well publicized, and they guide the curriculum and instruction that is in place throughout the system. Schools and teachers are held accountable for working toward improved student achievement using this curriculum and instruction and following the system's mission, vision, and beliefs.

*Standard Two: Governance and Leadership*

A quality system provides for and promotes stability in the leadership, governance and organizational structure which include a focus in developing and maintaining a vision; an emphasis on improving student learning; and support for innovative efforts that produce desired results.

*Governance.*

**Indicator (2.1):** Adopts written policies and procedures that promote the effective operation of the system that include clearly defined lines of authority, relationships, and accountability which support the mission, beliefs and goals of the system.

**Evidence:** The system's written policies and procedures are maintained and updated as needed, as shown by the recent Board Policy update that took place in June 2005. The Board solicited input in the policy revision process before adopting the final policies. The entire policy manual is available online. Both the Board members and the staff members solicit and address any concerns as they arise.

**Indicator (2.2):** Permits the administrative team of the system to implement policies and procedures without interference.

**Evidence:** The Board has furnished each school with a detailed job description for the staff and teachers. This allows the administration to implement policies and procedures without interference. Observations by school officials have shown that the current process has validity. Board meeting minutes have no indication of interference.

**Indicator (2.3):** Establishes policies and procedures that recognize and preserve the executive, administrative, and leadership prerogatives of the head of the system and the schools.

**Evidence:** Priorities of the system are indicated in the mission, vision, and beliefs. The superintendent's job description allows him to delegate responsibilities to other competent employees when appropriate. School administrators and teachers are required to follow all Board policies.

**Indicator (2.4):** Implements policies and procedures that provide for the orientation and training of the governing board.

**Evidence:** Policy and procedures for the governing board are provided through new member training and the required annual training of all Board members. Board members also attend training above and beyond the required training. This is reinforced by the State and National Board of Education conventions.

*Leadership.*

**Indicator (2.5):** Maintains access to legal counsel who can advise or obtain necessary information about the legal requirements and obligations that exist in the state, federal, or other jurisdictions in which it operates.

**Evidence:** Information about the legal requirements for the state, federal, or other jurisdictions is presented and reviewed in training sessions for board members, central office staff, school level administrators, and teachers. Specific information is presented and can be obtained from the School Board Attorney or from the State Legal Council for the Board of Education.

**Indicator (2.6):** Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations from protracted proceedings and claims for damage.

**Evidence:** School Board policy requires that adequate insurance be carried. The school budget reflects that policy in the allocation for insurance expenses.

**Indicator (2.7):** Creates and strengthens collaborative networks of community stakeholders to support student learning.

**Evidence:** Coweta County creates and strengthens collaborative networks of community stakeholders by including members of the community on the following committees: SACS, School Building Leadership Team (SBLT), school council, Parent-Teacher Organization (PTO), Parent-Teacher Association (PTA), Parent-Teacher-Student Association (PTSA), School Improvement Plan, textbook adoption, redistricting committee, Central Education Center (CEC) partnership, the Centre for Performing and Visual Arts, local scholarships, and the Parent Resource Center. The local media, business partners, website/newsletters, parent nights, and surveys are all used to communicate with the public.

**Indicator (2.8):** Allocates and aligns the human, instructional, financial, and physical resources in support of the vision, mission, beliefs, and expectations for student learning.

**Evidence:** The system budget reflects that over 80% of the budget is allocated to personnel needs, which helps to lower teacher/student ratios, to have teachers meet federal Highly Qualified guidelines, to downsize central office, and to implement professional learning models. The budget also indicates that the system allocates much of its own funds for additional classroom teachers and support personnel, such as having nurses at all schools. The system promotes the 12 WOW school and classroom standards, the new teacher appraisal system, and school improvement plans that are specific to each school and that are developed by the SBLT. A five year plan ensures that all schools and facilities are well maintained on a rotating basis and that additional schools are built for growth as necessary.

**Results of Meeting Standard Two:** The evidence suggests that this standard is met. The updated board policy manual guides all operations of the school system, and these policies advance the systems' mission, vision, and beliefs. Board members receive training for acting as

a governing board, and legal assistance is available when needed. The budget reflects the system's priorities and also includes expenditures for adequate insurance to protect the financial resources of the Board.

*Standard Three: Curriculum*

A quality system offers a research-based curriculum based on clearly defined expectations for student learning that is subject to review and revision at regular intervals.

**Indicator (3.1):** Develops curriculum based on clearly designed expectations for student learning.

**Evidence:** Coweta County develops its comprehensive curriculum based on state mandated guidelines with the Quality Core Curriculum and the Georgia Performance Standards and aligns the curriculum to the state assessments, such as the Criterion Referenced Competency Test (CRCT), End of Course Tests (EOCT), the Georgia High School Graduation Test (GHSGT) and the Georgia Writing Assessments. The curriculum development is centered around feedback on both formative, and summative assessments. Teachers also use feedback from benchmark assessments, scoring rubrics, and daily evaluations. The use of exemplar lessons, horizontal and vertical collaborative planning, and research-based best practices strengthens the curriculum.

**Indicator (3.2):** Provides a curriculum that includes a set of essential knowledge and skills in each content area.

**Evidence:** Unpacking the new Georgia Performance Standards currently allows for the identification of the essential knowledge and skills in each content area. Prior to the roll-out of the standards, the Quality Core Curriculum was organized in such a way that the Essential, Important and Compact skills were identified by subject and grade level. The use of the *Learning Focused* strategies helped teachers to identify the essential knowledge and skills within an area.

**Indicator (3.3):** Aligns curriculum with clearly defined expectations for student learning across subject areas and grade levels.

**Evidence:** Coweta County uses state mandated guidelines to define expectations for student learning and to set the curriculum for the grade levels and subject areas. Curriculum planning and the articulation of student expectations are evidenced in benchmark assessments, exemplar lessons, horizontal and vertical planning sessions, SAT preparation courses, CRCT testing, EOCTs, and the high school Career Planning Guide. In addition, student expectations that reflect an alignment to the QCC objectives are listed on the Coweta County School System website. Revisions to these defined expectations are being addressed as the Georgia Performance Standards are implemented in each subject area.

**Indicator (3.4):** Ensures that the curriculum reflects a commitment to equity, an appreciation of diversity, recognition of different ways of learning, and challenges each student to excel.

**Evidence:** The Quality Core Curriculum and the Georgia Performance Standards set standards for students. Students are challenged at the appropriate level through vehicles such as Individual Education Plans (IEP), the SST process, English Speakers of Other Languages (ESOL) classes, gifted classes through the REACH program, EIP (Early Intervention Program) support, leveled classes, and the student-selected graduation track. Differentiated instruction within the regular

classroom ensures that each student is challenged. An emphasis on student choices, performance assessments and the use of higher order thinking skills demonstrate the system's commitment to equity in our classrooms.

**Indicator (3.5):** Develops written curriculum guides and support materials that serve as a basis for implementing the curriculum.

**Evidence:** Curriculum is implemented based on the Quality Core Curriculum and the ongoing roll-out of the Georgia Performance Standards. Teachers from the various grade levels and departments have been introduced to the Georgia Learning Frameworks as a guide for the implementation of the GPS in each subject area as the standards are implemented. Teachers have been involved in writing integrated units based on the GPS and these units will serve as a basis for implementing the curriculum. This curriculum framework is centered around the GPS and can serve as a basis for successful implementation of the curriculum.

**Indicator (3.6):** Promotes in the curriculum the active involvement of students in the learning process, including opportunities to explore application of higher order thinking skills and to investigate new approaches in applying their learning.

**Evidence:** School and classroom standards offer multiple methods for helping students succeed and for encouraging students to think critically. Students' individual needs are met through the education plan, including IEPs, SSTs (Student Support Team), REACH, and other services. Teachers' lesson plans show an understanding of different learning styles through differentiated instruction and levels of engagement, benchmarks, exemplar lessons, and cross grade level planning. Peer review of student work provides more active involvement of students in the learning process.

**Indicator (3.7):** Gathers, analyzes, and uses data and research in making curriculum choices.

**Evidence:** Administrators and teachers gather, analyze and use data from benchmarks, nine-week exams, report cards, formal and informal assessments, and standardized testing. Input from parent and teacher focus groups, as well as the business community, is used when making curriculum choices. Ongoing review of student work also facilitates curriculum decisions.

**Indicator (3.8):** Provides a balance of educational experiences through the curriculum that is based on knowledge of human growth and development and relies on sound learning principles.

**Evidence:** Coweta County provides a balance of educational experiences using grade level expectations, a pre-K development checklist and work sampling system, SSTs, IEPs, field trips, lesson plans, extra-curricular opportunities, work study programs, the Performance Learning Center and the Central Education Center.

**Results of Meeting Standard Three:** The evidence suggests that this standard is met. The school system is following the Quality Core Curriculum and the Georgia Performance Standards while enhancing this curriculum with a variety of research-based effective teaching strategies such as *Working on the Work's* (WOW) district, school, and classroom standards, *Learning Focused Strategies*, and Marzano's *What Works in School* guidance. Results from informal and formal assessments help to determine if the appropriate curriculum is in place and assist in revising as necessary.

*Standard Four: Instruction*

A quality system develops and employs instructional strategies and activities in support of student achievement of the expectations for learning defined by the curriculum.

**Indicator (4.1)** Analyzes and uses the results of assessments of student learning to improve instructional design and effectiveness.

**Evidence:** The results of the benchmarks, formative and summative teacher-made assessments, CRCT, EOCT, GHSGT, GKAP-R, GAA, LAB, BLT, Georgia Writing Assessments, and computerized diagnostic tests are used to design instruction and rate effectiveness. Trends for scores are analyzed so administrators and teachers can make instructional decisions based on documented student achievement. Individual teachers' assessments ensure that students understand concepts as they are being taught. An organizing framework is used currently in Coweta to provide quality instruction. Currently benchmarks assess student learning on a nine-week basis. As the state benchmarks are introduced, they will replace our locally developed benchmarks.

**Indicator (4.2):** Designs and employs instructional strategies and activities that are research-based and reflective of best practice.

**Evidence:** A variety of research-based programs using best practices, and higher order thinking skills, are selected to support research on instructional strategies and activities. Appropriate use of differentiated instruction, collaborative classroom instruction, flexible grouping, REACH classes, and ESOL support have varying instructional strategies that are research-based and reflective of best practices.

**Indicator (4.3):** Aligns the instructional design, including strategies and action plans with the system's mission and expectations for student learning.

**Evidence:** The school district strategic plan guides the instructional design and the development of the school improvement plans. Georgia Performance Standards provide the initial framework for the instructional design. District, school, and classroom standards are implemented for overall enhancement of the curriculum.

**Indicator (4.4):** Allocates and protects instructional time to support student learning.

**Evidence:** Lesson plans and schedules are designed to ensure that instructional time is maximized daily. A conscientious effort is made by system and school administrators to protect instructional time.

**Indicator (4.5):** The instructional design provides all students with instruction that stimulates and enhances intellectual and creative development of higher order thinking skills and requires students to apply their learning.

**Evidence:** The system utilizes the Working on the Work design qualities, Learning-Focused Schools, and differentiated instructional strategies to stimulate and enhance development of higher order thinking skills. Through collaborative planning and professional learning opportunities, all teachers have access to research-based best practices and strategies.

**Indicator (4.6):** Provides a comprehensive program of information and media services that are aligned with its beliefs, mission and goals.

**Evidence:** The system subscribes to databases such as Renaissance/Follett upgrades and GALILEO Online in all media centers to have up-to-date information available. All schools have Internet access. Continual professional learning is provided for media staff who work with the RESA (Regional Educational Services Agency) Media Consortium affiliation to network and provide support. Media centers use flexible scheduling for maximum use of the facility. Each school has certified media specialist(s), paraprofessional(s), and an Educational Technology Support Specialist to provide teachers with support using information technology.

**Results of Meeting Standard Four:** The evidence suggests that this standard is met. Using the appropriate curriculum, various proven instructional strategies are implemented to ensure that students have the opportunity to learn the curriculum. Instructional time and resources are allocated so that instruction is the primary focus for the system.

*Standard Five: Assessment and Evaluation*

A quality system uses effective and continuous performance management systems for assessing, aligning, and improving student learning and operation performance, including organizational and instructional effectiveness, at all levels and areas of the system.

**Indicator (5.1):** Establishes key indicators and performance expectations for student learning.

**Evidence:** The Quality Core Curriculum and the Georgia Performance Standards determine the standards for what is to be taught and learned. Student progress in gaining understanding of these standards is assessed through the administration of local benchmarks, formative and summative teacher-made assessments, nine-week exams, norm-referenced and criterion-referenced standardized tests, and formal writing assessments. School improvement plans outline clearly defined standards for student learning. Grade level meetings, teacher meetings, and department meetings are utilized to assess student progress. Progress reports and report cards provide parents with summaries of the interval progress that their students made.

**Indicator (5.2):** Develops and implements a comprehensive system for assessing student progress based on clearly defined student results for learning.

**Evidence:** The system uses several test results to assess student progress such as local benchmarks, nine-week exams, norm-referenced and criterion-referenced standardized tests, and formal writing assessments. Trends of student performance are monitored and used to set improvement goals. School improvement plans outline clearly defined standards for student learning. Grade level, teacher, and department meetings are utilized to assess student progress. Progress reports and report cards assess student progress.

**Indicator (5.3):** Establishes and provides a comprehensive assessment system that includes current data that includes a profile of student performance, community characteristics, system characteristics, and stakeholder perceptions of the system (staff and stakeholder).

**Evidence:** The system strategic plan and school improvement plans provide a comprehensive assessment system. Professional learning surveys, new teacher surveys, and exit surveys assess stakeholder perceptions of the system. Community characteristics are presented during SBLT and school council meetings and are included in the system's overall profile description.

**Indicator (5.4):** Employs an assessment system that provides data for making informed decisions for continuous improvement.

**Evidence:** The National Survey for Student Engagement (NSSE) student/parent climate surveys provide data for planning for necessary improvement. Through using the SACS self-study accreditation process, the system collects data to aid in the informed decision-making processes. The special education-DES system profile is an assessment system used to track students with special needs.

**Indicator (5.5):** Conducts a periodic analysis of instructional and organizational effectiveness as a basis for improving the system and schools.

**Evidence:** During the yearly principals' retreat, an analysis of instructional and organizational effectiveness is conducted. The system and school AYP is an indicator of effectiveness as a basis for improving the system and schools. The system's Strategic Plan is a plan for improving instructional and organizational effectiveness.

**Indicator (5.6):** Communicates assessment results to all stakeholders.

**Evidence:** The system uses many different ways to communicate assessment results to all stakeholders including school newsletters, school and system websites with links to resources, parent conferences, school PTO/PTA/PTSA, school councils, media/public information, monthly Board of Education meetings, Summer Focus communication via letters and phone calls, monthly principals meetings, report cards, and mid-term progress reports.

**Results of Meeting Standard Five:** The evidence suggests that this standard is met. Results for student learning are assessed and reported through numerous methods including informal and formal assessments and the publication and analysis of results. These results are used to improve the overall instructional and organizational effectiveness of the system.

#### *Standard Six: Resources*

A quality system has qualified staff that is supported by the financial and physical resources necessary to fulfill the vision, mission and goals of the system.

##### *Financial resources.*

**Indicator (6.1):** Maintains financial accounts in accordance with accepted accounting procedures and are audited annually.

**Evidence:** The system received an unqualified audit from the State of Georgia Department of Audits for the most recently completed school year (FY2004). The audit is evidence on all of the

financial resource indicators. Also, financial and budget reports are submitted to the State Department of Education. Copies of the audit and the reports can be obtained from the Comptroller or Assistant Comptroller.

**Indicator (6.2):** Secures income from all regular sources that is sufficient to support all regular expenditures and to assure the continuity and stability of services.

**Evidence:** All revenues are receipted in receipt books (available at business office or at individual schools). Audit and financial reports summarize the revenues by source type. Reserve history shows that adequate funds are maintained to operate from year to year (maintained by Comptroller).

**Indicator (6.3):** Manages debt service or lines of credit in such ways as to assure that fiscal responsibility remains under the control of system authority.

**Evidence:** Short-term borrowing is bid and evidence of such is contained in the Board Minutes along with the detail of any long term financing entered into (bonds and capital leases). The system maintains a high bond rating with both Moody's and Standard & Poor's (obtained from Comptroller) which reflects the system's ability to manage credit. Supplemental bond disclosures are prepared each year with detailed financial information (obtained from Comptroller).

**Indicator (6.4):** Maintains and monitors a balance sheet that describes the overall financial operations and financial condition of the system.

**Evidence:** In addition to the audit and state reports, a monthly financial report is presented to the Board Members each month at the Board meeting (available from Comptroller or Superintendent's secretary)

**Indicator (6.5):** Develops and implements an annual budget that provides the resources to support the beliefs, mission, and educational programs of each school.

**Evidence:** The budgets begin at the school level and are driven from each school's improvement plan in addition to the staffing levels dictated by the Board. Budget information is included in the audit and state reports. Detailed budget information can be obtained from the schools and from the business office.

#### *Human resources.*

**Indicator (6.6):** Employs an administrative head of the system that has earned a graduate degree from a regionally accredited or federal or state sanctioned institution with 18 hours in administration and/or supervision as a part of, or in addition to, the degree, or meets the legal qualifications of the state in which employed.

**Evidence:** The Superintendent of schools for the Coweta County School System has earned the appropriate graduate degrees and meets all the legal qualifications of the state of Georgia. The system maintains personnel files through the Human.

**Indicator (6.7):** Employs system level administrative and supervisory staff members having responsibilities for instructional services that have earned a graduate degree from a regionally accredited or federal or state sanctioned institution with 18 hours in administration and/or

supervision as a part of, or in addition to, the degree, or meets the legal qualifications of the state in which employed.

**Evidence:** The system level administrative and supervisory staff members have earned the appropriate graduate degrees and meet all the legal qualifications of the state of Georgia. The system maintains personnel files through the Human.

**Indicator (6.8):** Develops and maintains a remuneration plan for all employees.

**Evidence:** The system develops and maintains pay scales for certified and classified employees. Both state and local supplements, by degree level and years of experience, are available on the system's webpage.

**Indicator (6.9):** Maintains staffing that is sufficient to meet the vision, mission and goals of the system.

**Evidence:** The system maintains quality staffing through organized recruiting on college and university campuses plus an annual, local job fair. The SACS and state requirements for staffing are carefully scrutinized and met each year. Some areas, such as special education, use supplemental funding to meet sufficient staff needs.

**Indicator (6.10):** Implements a system of employee evaluation and assessment that includes confidentiality for each staff evaluation or assessment.

**Evidence:** The certified employee evaluation tool available for certified teachers is the Georgia Teacher Evaluation Program (GTEP), a state approved tool, or Teacher Appraisal, a locally produced instrument designed to encourage job-embedded professional learning. The Georgia Teacher Duties and Responsibility Instrument, a component of the GTEP, is an evaluation tool used for all certified employees. Classified employees are evaluated through a checklist by their supervisors.

**Results of Meeting Standard Six:** The evidence suggests that this standard is met. Financial resources are managed, monitored, and maintained with accepted accounting procedures, audits, and state reports. The Human Resources department employs appropriate personnel at all levels to provide sufficient staff for meeting the vision, mission, and goals of the system. Remuneration and evaluation procedures are in place for each employee.

#### *Standard Seven: Student Services*

A quality system identifies and has a network of services that support the development and well-being, including the health and safety, of each student.

**Indicator (7.1):** Designs and provides student support services that meet the needs of students, are continually reviewed, and are aligned with the vision, beliefs, mission, and expectations for student learning.

**Evidence:** The system provides student support services through a variety of personnel and programs. Nurses, counselors, assistant principals, school resource officers, social workers, school psychologists, and paraprofessionals are examples of such support personnel. Programs which meet the needs of students include transportation, nutrition, ESOL, special education, SST, and gifted. Scaffolding provisions for at-risk students are made through Title I Summer

Focus by providing diagnostic testing and a safety net for students not meeting the Annual Measurable Objective. Workshops and stakeholder meetings are designed with student support as the focus.

**Indicator (7.2):** Provides student services coordinated with the school, home, and community.

**Evidence:** The system makes available numerous resources providing support between school, home, and community. Transportation and nutrition are daily services provided for the system's students. Health screenings and programs such as Help a Child Smile provide for the continued well-being of the students. CEC provides many educational opportunities for both high school and adult learners. The PLC provides a self-paced, recovery program for high school students who are behind in their units. Local school councils, business partners, PTA/PTO, Students Are for Education (SAFE), Very Important Persons (VIP), tutorial, and mentoring programs are available as additional services. Community resources available to parents are Stepping Stones, Puddle-Jumpers, and the After School Program.

**Indicator (7.3):** Develops and requires written emergency and security plan(s) that ensure the safety and care of students and stakeholders in the system.

**Evidence:** The system provides Crisis Management and Safety Plans to each school which are then personalized. Schools develop Crisis Management Teams using local personnel and identify locations and tasks for evacuation, drills, lockdowns, and other such emergencies. These are updated continuously and approved by the Georgia Emergency Management Agency's (GEMA) Homeland Security office. In addition, daily security measures are in place to ensure the safety of students and stakeholders. Examples of these are having school resource officers at each middle and high school, emergency consent cards for each student, visitor check-in badges, employee ID badges, high school student identification cards, security cameras at the high schools, fire extinguishers, lab safety equipment, and building alarms with security codes. Annual and monthly drills are established in regards to crisis and safety. Nurses and critical equipment, such as automatic external defibrillators, are located at each school site.

**Indicator (7.4):** Maintains secure, accurate and complete student records system in accordance with state and federal law and regulations.

**Evidence:** The system maintains the system-wide student record system through the password protected program, SASI. This program is updated at the school level on a daily basis as students enter and leave the school or system. Fireproof, locking vaults are available at the school level where student record access is signature protected. Clarity software protects and maintains special education records through signature and password measures, while providing uniformity for the IEP forms. All SST records are also maintained in secure locations at each school.

**Indicator (7.5):** Provides student services, as appropriate, in the areas of health, counseling, nutrition, safety, co-curricular, and transportation.

**Evidence:** The system provides transportation daily to and from school, as well as to events at the Center for Visual and Performing Arts and the Georgia Youth Science and Technology Center. These co-curricular events, along with Career Day, SAT preparation classes, VIP, and SAFE, maintain a network of services available to the students. Health screenings also continue the development and well-being of each student. Programs at CEC promote critical real life

situations for learners. Field trips encourage involvement of service areas such as transportation, nutrition, and safety.

**Indicator (7.6):** Promotes the development of student decision-making skill, ethical and lawful conduct, and responsible citizenship.

**Evidence:** The system provides a Student Code of Conduct plan to encourage the development of responsibility in decision-making, appropriate conduct, and citizenship. The Student Support Services Office is available as severe situations arise to mediate on behalf of both the school and the student. In-school suspension is provided to keep students within the learning environment. Counselors provide guidance classes to individuals, as well as large and small groups, which include Character Education values as required by the state. School Resource Officers (SRO) are available to assist schools. Student Support Team measures are in place to enhance behavioral and academic strategies, along with Effective Behavior Instructional System training. Motivational tools, which are also available, include citizenship awards, student council/government opportunities, and clubs or organizations at the school level.

**Indicator (7.7):** Employs a process for developing and implementing written guidelines for student conduct and attendance that is communicated to students, parents, and staff.

**Evidence:** The system maintains a policy of written guidelines in the area of attendance and discipline. Both of these policies and their guidelines are communicated to personnel, parents, and students through the system website, student handbooks, and student agendas. Social workers are assigned to local schools to support the student through home visits dealing with unexcused absences.

**Results of Meeting Standard Seven:** The evidence suggests that this standard is met. Student support services are provided to meet the needs of the whole child through personnel with specialized training. Many of these services are coordinated with the school, home, and/or community. The Crisis Management and Safety Plan, along with local school expectations, provides for the health and safety of all stakeholders. A system for the maintenance of accurate and complete student records is provided. The Student Code of Conduct provides the guidelines necessary for parents, students, and staff members concerning responsible conduct.

#### *Standard 8: Staff and Stakeholder Communications and Relationships*

A quality system develops and supports organizational patterns or structures that promote effective communications and relationships between and among the schools, stakeholders and system.

**Indicator (8.1):** Provides members of the staff with the information they need concerning students, parents, school operations, and employment status.

**Evidence:** The district places high priority on maintaining quality communication with the staff through highly effective technological means. Board Matters (minutes of monthly Board meetings) are sent to all employees, and Principal Meeting minutes are emailed to principals and central office staff. The district website provides quality information on the public internet page and the employee intranet site concerning all aspects of the school system. Individual school websites are available from the main page and provide additional individualized information.

SASI is also available for maintaining detailed information concerning students, parents, and school operations.

**Indicator (8.2):** Demonstrates staff morale where staff reflects a positive attitude toward the system, schools, and stakeholders.

**Evidence:** The district monitors and transforms staff morale through indications from reports such as the Faculty and Staff Annual Turnover Rate and School Climate Surveys. Faculty Attendance Recognition is presented at each monthly principal's meeting and published through the minutes. Staff involvement in extracurricular activities provides the district with an additional means of observing staff morale.

**Indicator (8.3):** Ensures that communications among and between system staff, stakeholders and schools are clear and effective.

**Evidence:** The district ensures communications among and between all stakeholders through the use of technology, as well as face-to-face gatherings. Email is used effectively to provide access to urgent information, minutes of meetings concerning all stakeholders, and communication between system level and school level personnel, as well as stakeholders. Face-to-face gatherings include such meetings as faculty, principals, assistant principals, teacher forums, grade levels, business partnerships, school councils, and frequent use of system-level parent and teacher committees. The system Director of Information Technology and the system Public Information Officer maintain and ensure this continued communication through technology and public service. The NSSE Climate Survey has also been used to monitor this effectiveness.

**Indicator (8.4):** Maintains constructive and mutually supportive relationships among and between all levels of the system.

**Evidence:** The district preserves constructive and supportive relationships throughout the system by many face to face contacts throughout the school year. Examples of such meetings are: faculty, principals, assistant principals, teacher forums, grade levels, school building leadership teams, REACH, EIP, Media Specialists, Special Education In-School Coordinators, the Paraprofessional Contact Committee, and the Professional Learning Advisory Committee.

**Indicator (8.5):** Provides evidence of communications with other appropriate agencies such as public or mental health, physicians, and other related professionals.

**Evidence:** The district maintains communication with health professionals through school nurse records which retain information concerning medical health of students, scoliosis screenings, booster shots, social worker and DFACS interactions support the school system, as well as the student. School resource officers, the SAFE program, school psychologists meetings, GEMA training, and safety protocols assist in keeping lines of communication open with pertinent law enforcement and safety agencies.

**Indicator (8.6):** Ensures that records and other correspondence defining students' accomplishments are accurate and consistent with curriculum standards.

**Evidence:** Permanent records kept on each student ensure annual information meets with professional standards as it is documented by personnel involved with the student. Transcripts which meet state requirements are maintained for student graduates. SASI is the software program used to assist in maintaining detailed information on students. Honors programs,

scholarship programs, report cards, and honor rolls communicate accomplishments according to the criteria established for each. Georgia Performance Standards training ensures that all accomplishments are consistent with professional standards.

**Indicator (8.7):** Involves staff in the process of designing of professional development programs.

**Evidence:** The district provides a process whereby staff members are involved in the designing of professional development programs at both the system level and the school level. An annual staff development survey is completed by each teacher. Employees are trained to deliver Professional Learning Units (PLUs) locally. PLUs are maintained through the Professional Learning “Bluebook” records or Learning Logs. Georgia Performance Standards training involves administration and teachers in the redelivery at the school site.

**Indicator (8.8):** Provides professional development for staff that support the overall goals and action plans for the system, including building knowledge, skills, and potential for a high level of performance.

**Evidence:** The district provides redelivery of Georgia Performance Standards training to support high levels of performance by teachers and students. Each school writes a School Improvement Plan including their professional learning needs as they align with the system goals and action plan. The Teacher Appraisal Process offers job embedded professional learning as part of the faculty evaluation process.

**Indicator (8.9):** Ensures that no form of bias or prejudice is practiced or sanctioned.

**Evidence:** System-level parent and teacher committees, student disciplinary tribunals, and the complaint and grievance policy/process ensures that the district does not practice or sanction any form of bias or prejudice. The Equal Opportunity Employment and Discrimination policies developed by the Board of Education make certain that the district enforces a continuous commitment of nondiscrimination to all stakeholders.

**Results of Meeting Standard Eight:** The evidence suggests that this standard is met. Effective communication to schools, stakeholders, and the district is evident through the use of technological methods, as well as face-to-face gatherings, in which detailed information is freely exchanged and dialogue is encouraged. Effective communication is also maintained with pertinent community agencies and the system departments working productively together and maintaining records on students. Positive relationships are promoted and opportunities to share are also available through such efforts as climate surveys, extracurricular activities, forum discussions, and recognitions given by the Board.

### *Standard 9: Physical Facilities*

A quality system has the necessary resources to provide the facilities, sites and equipment for the educational programs and services to be fully implemented throughout the system and individual schools.

**Indicator (9.1):** Maintains compliance with applicable local, state, and federal law, standards, and regulations.

**Evidence:** The system maintains compliance through regularly scheduled inspections related to safety, health, and fairness. Examples of safety related compliance are the system safety plan, monthly fire drills, severe weather drills, lockdown drills, inspection of all fire and security equipment, Fire Marshall certificates of occupancy, new construction inspections, and signs on every campus for “No Smoking” and “No Weapons.” In addition to the system safety plan, cafeteria inspections are also part of the health compliance. Compliance is also maintained for the fairness issue through Americans with Disability Act requirements and Individuals with Disabilities in Education Act regulations.

**Indicator (9.2):** Ensures that the system sites, facilities, and equipment are maintained to provide an environment that is healthy and safe for all occupants.

**Evidence:** The system ensures a healthy and safe environment through local board policy and procedures. Annual insurance inspections help to keep buildings safe as it identifies problem areas. Daily inspections are made by school staff and maintenance personnel either located on site or available on call. The Big Web Desk Internet-based software assists with organization and follow-through of maintenance requests. Playground inspections are also conducted to help insure the safety of students.

**Indicator (9.3):** Has a process in place that includes plans and implementation for maintaining and improving the system sites, facilities, and equipment.

**Evidence:** The system provides training seminars for maintenance and custodial employees. Maintenance of equipment is done on a regularly scheduled basis. The annually prepared budget, the State Five Year Plan, and the SPLOST priority list assist with budget planning for maintaining system sites, facilities, and equipment.

**Results of Meeting Standard Nine:** The evidence suggests that this standard is met. The system maintains compliance with federal, state, and local regulations ensuring that all sites, facilities, and equipment provide a safe and healthy environment. Sites, facilities, and equipment are maintained and improved on a regular basis by appropriate personnel. Knowledge of maintenance problems is reported to the Big Web Desk. Financial resources are allocated from a combination of the local budget, the State Five Year Plan and SPLOST to provide funding for maintaining and improving the system sites, facilities, equipment.

#### *Standard 10: Continuous Process of Educational Improvement*

A quality system establishes, implements, and monitors a continuous process of educational improvement clearly focused on student performance.

**Indicator (10.1):** Develops and implements a strategic plan, aligned with the vision, mission and beliefs of the system, to guide improvement efforts throughout the system.

**Evidence:** The system has developed a Strategic Plan which has been revised three times in three years. The system website provides information from the Strategic Plan.

**Indicator (10.2):** Engages stakeholders in the development and implementation of plans and processes for continuous improvement.

**Evidence:** The system involves parents and stakeholders in meetings and processes regularly. Parents and Business Partners are represented on School Councils. Parents are directly involved with the local schools through PTO/PTA/PTSA and School Building Leadership Teams. The public is welcomed to Board Meetings where a public comment time is provided. Additional participation of such stakeholders has been on redistricting committees, NSSE survey (2004), SACS survey (2000), professional learning surveys, annual Title I surveys, and Parent Involvement plans.

**Indicator (10.3):** Engages in a continuous process of improvement that:

- articulates the direction and purpose the system and its schools are pursuing for the future (vision);
- provides a rich description of the current conditions with a focus on student learning (profile);
- identifies what actions system personnel will take to improve student learning (plan); and documents what has been accomplished and uses the results to inform what happens next (results).

**Evidence:** The system Strategic Plan, the Georgia Oglethorpe Focus, and the local school improvement plans provide the system with a continuous process of improvement at the system and school levels.

**Indicator (10.4):** Ensures that each school is engaged in a planning process with improvement goals that complement the system vision and goals.

**Evidence:** The system ensures that each school is involved in an improvement process through the development of annual school improvement plans.

**Indicator (10.5):** Monitors compliance with accreditation standards by each school in the system.

**Evidence:** The annual SACS Report is reviewed by system staff to maintain compliance with accreditation standards.

**Indicator (10.6):** Maintains continuity and collaborative planning among the elementary, middle and secondary levels in improvement efforts.

**Evidence:** The system sustains planning among all schools through technology and face-to-face meetings. These include Georgia Performance Standards training, intranet availability, grade level meetings, subject area or instructional content meetings, meetings and communication with principals and assistant principals, and monitoring of benchmarks and other diagnostic information by school personnel and central office.

**Indicator (10.7):** Provides professional development for system and school personnel to help them implement improvement goals and strategies.

**Evidence:** Professional development is a critical focus of the system for all staff members involved in educational improvement. Paraprofessionals have regularly scheduled meetings throughout the school year. A system and school level professional learning budget is available to support both the system and school improvement plans. An annual needs assessment is completed for the Professional Learning Committee. The Teacher Appraisal Process provides for continual job-embedded learning.

**Indicator (10.8):** Monitors and makes progress in meeting goals and standards for student performance that take into account those required by state and federal agencies.

**Evidence:** The system monitoring addresses the questions, “Did the adults do what they are supposed to do?” and “How did it impact student learning?” The system and schools’ AYP status identifies progress in this area. Annual yearly progress reports and test analysis software are used extensively in monitoring and advancing progress of student performance.

**Indicator (10.9):** Communicates the results of improvement efforts to stakeholders.

**Evidence:** The system publicly shares the results of improvement efforts through school newsletters, local media, individual student reports, school system websites, and the AYP website. In addition, PTO/PTAs, School Councils, Board of Education meetings, principal meetings, assistant principal meetings, faculty, and grade/department level meetings provide information concerning the results of improvement efforts.

**Results of Meeting Standard Ten:** The evidence suggests that this standard is met. The system Strategic Plan was developed through the involvement of stakeholders and continues to be monitored and revised in the same way. This plan is a guide for continuous educational improvement as it is aligned with the vision, mission, and beliefs of the system. As a living document, it allows for the development and implementation of changing improvement goals. Collaborative planning, professional development, and monitoring of progress are built into this plan and assist the system with improvement efforts. Communication of results of progress is evident at the local school level and system level.

### *Section Three: School System and Its Schools’ Improvement Planning Process*

The Coweta County School System is composed of 17 elementary schools, five middle schools, three high schools, Central Education Center charter school (which also houses the Performance Learning Center) and Winston Dowdell Academy alternative school. The system strives to continually improve to move from a good school system to a great school system by, as Jim Collins describes in his book *Good to Great*, getting “the right people on the bus, the right people in the right seats, and the wrong people off the bus” and then by “consistently applying exacting standards at all times and at all levels” in this rigorous organizational culture. The common vision for the system is to ensure the success of each student. Two of the four beliefs of the system support this vision and are directly related to continuous school improvement: we

believe, as a learning community, we must continuously improve, and we believe we are responsible for the success of each student.

One example of the system's commitment to student success is its commitment to the success of students receiving special education services at all grade levels. Coweta County schools are increasingly using the collaborative model for educating special education students in the least restrictive environment. A strong collaborative teaching team raises both teacher expectations and student achievement. During the November 2005 meeting of the Georgia Council for Administrators of Special Education, Coweta County was recognized by the GDOE with a Certificate of Highest Performance for accomplishments in three areas: decreasing the number of special education students who drop out of school, achieving a higher percentage of special education graduates with regular education diplomas, and educating young children with disabilities in the least restrictive environment.

For a system to continuously improve, teachers and schools must also continuously improve. A seamless plan of improvement that advances the system's vision and monitors achievement goals connects individual teachers' professional growth plans to schools' improvement plans that are in turn connected to the system's strategic plan for improvement. Isolation is being replaced with cooperation within schools, between schools, and between school and system levels. Coweta County has moved away from teachers being isolated in classrooms to teachers grouped in professional learning communities composed of grade levels at elementary schools, grade levels and departments at middle schools, and departments at high schools. As the new Georgia Performance Standards are implemented, these learning communities are collaboratively taking a fresh look at what is taught and how it is taught. Practicing differentiated instruction to engage all students, teachers then use authentic

assessment to ensure that the material is mastered. Unit design that begins with the end in mind contributes to student success in the classroom, providing teachers with more direction on helping students meet goals and giving students more opportunities and varied ways to demonstrate mastery of performance standards.

The Coweta County School System now has as its foundation a common system-wide vision, mission, and set of beliefs for all schools to follow and use as a basis for developing complementary visions, missions, and beliefs. Since fall 2003, all schools have been required to submit school improvement plans aligned to the system vision, mission, and beliefs. Each school also meets 10 school accreditation standards monitored by an internal quality assurance review team, and the system meets 10 similar standards monitored by an external SACS quality assurance review team.

In his book *What Works in Schools*, based on conclusions from the research literature, Robert Marzano asserts that the individual school level is the proper focus for reform. Richard DuFour states in his book, *Getting Started*, “School improvement happens one school at a time.” The profile for the 27 individual schools in Coweta County reveals unique characteristics and models for improvement at each school. The most current AYP data from the 2004-2005 school year reveals that all eight Title I elementary schools are high performing schools, with four having achieved AYP four years in a row and three having achieved AYP three years in a row, while one elementary school and four middle schools did not make AYP.

In positioning for improvement based on a school’s profile, the school building leadership team drafts the plan for improvement; it makes use of test data to define subgroup and individual academic needs for success and sets AYP targets with input from the SBLT, the staff, the school council, and other stakeholders. The committee then plans interventions or action

steps to bridge gaps in knowledge; estimates resources; defines a timeline, persons responsible, and performance indicators; and addresses district and classroom standards in the plan. After identifying measurable goals and objectives for individual students, schools then target students who need additional assistance meeting expectations for academic achievement and provide additional remediation or tutoring in order to meet these students' specific needs. To this end, stakeholders throughout the system function together and interconnect in order to support continuous improvement in all schools and in the system as a whole.

Results stemming from improvement efforts are open to ongoing feedback from stakeholders throughout the school year, and results dictate how the plan is carried out in terms of school improvement goals for the upcoming school year. The superintendent and selected central office staff meet annually with each building principal to review how the school's improvement plan connects to the system's plan and what action steps the principal is taking to improve the capacity for sustained and continuous school improvement. Strategies that are working are maintained while those that are less effective are modified or dropped. This process of all schools using the collaboratively developed school improvement plan as the primary vehicle for sustained, continuous school improvement reflects a system-wide culture of high expectations that values collaboration in order to increase students' academic achievement as well as promote emotional well-being..

Models of improvement have been driven by specific federal school improvement plan requirements for the past five years for the 10 Title I schools in Coweta County, including eight elementary schools and two targeted assistance middle schools. Now all schools base their school improvement goals and objectives on federally mandated No Child Left Behind student achievement goals. Decisions and actions are guided by research findings in best practices and

by test data from norm-referenced and criterion-referenced standardized tests and by grade three, five, eight, and eleven writing assessments that allow teachers to assess student learning and to self-reflect on their effectiveness or improve their practice. Various systemic reform models such as Max Thompson's Learning-Focused Schools, Gerald Anderson's Closing the Achievement Gap, Phil Schlechty's Working on the Work, and Robert Marzano's What Works in Schools fit the unique characteristics of schools and serve as their framework for continuous school improvement. Some reform strategies include guided reading, balanced literacy, and flexible grouping.

Additionally, funds have been made available to schools for tutoring, a county-level School Improvement Coordinator has been hired, and representatives from the RESA and GDOE have been assigned to individual schools in the Needs Improvement category in order to support their school improvement efforts. Improvement in math and science is supported by the Math Science Partnership Grant, which is in its second year of implementation. One of the Title I targeted assistance middle schools is in its first year of a three year Comprehensive School Reform Grant.

The effectiveness of schools' improvement plans is monitored by data analysis. Schools annually collect and analyze test data from sources such as norm-referenced and criterion-referenced standardized tests, student transcripts, graduation rates, What Works in Schools surveys, and writing assessments in order to identify needs and assist with school improvement. This data is diagnostic and helps schools make changes in curriculum and instruction as strengths and weaknesses are identified.

Professional learning is a crucial element that supports and builds capacity for continuous school improvement at all levels. It acts as a catalyst for change toward a school culture that

supports high levels of instruction and achievement. It helps teachers integrate best practices in instruction in their classrooms and provides time and opportunity to align instruction and assessments with state standards, building understanding and commitment to student success. It also supports first year teachers and teachers new to Coweta County in their assimilation into the culture of a school system committed to student success. To experience and to plan professional development opportunities, a professional development committee composed of a representative from each school meets regularly. Monthly training for paraprofessionals in school improvement areas such as technology in the classroom and student behavior management is in place to promote professional growth among classified staff members who impact student success daily. System training for substitutes even includes strategies to assist substitutes in ensuring student success.

There is a shared, pervasive sense of ownership in a commitment to student success in the Coweta County School System at the individual, school, and system level in cooperation with all stakeholders. The approach of systematic, data driven, continuous school improvement complemented by ongoing professional learning helps the Coweta County School System in its continuous efforts to ensure the success of each student.

#### *Section Four: Methods District Employs to Provide for Quality Assurance*

The Coweta County School System has assured all of its stakeholders that the school system is truly committed to student success. Accordingly, every function of the school system should be geared toward helping the system reach that mission. While the system feels confident that it is evident that the prescribed SACS standards of a quality school system are being met, the system also continually assesses its strengths and weaknesses in order to plan for continued improvement.

The Coweta County School System Strategic Plan was developed by key stakeholders from June 2003 to July 2004. During this time, a five year plan for improvement was written. Input was gathered from system and school administrators, teachers, staff, students, businesses, and community representatives. Each year, a committee reviews and revises the strategic plan to ensure that the plan continues to allow the system to improve.

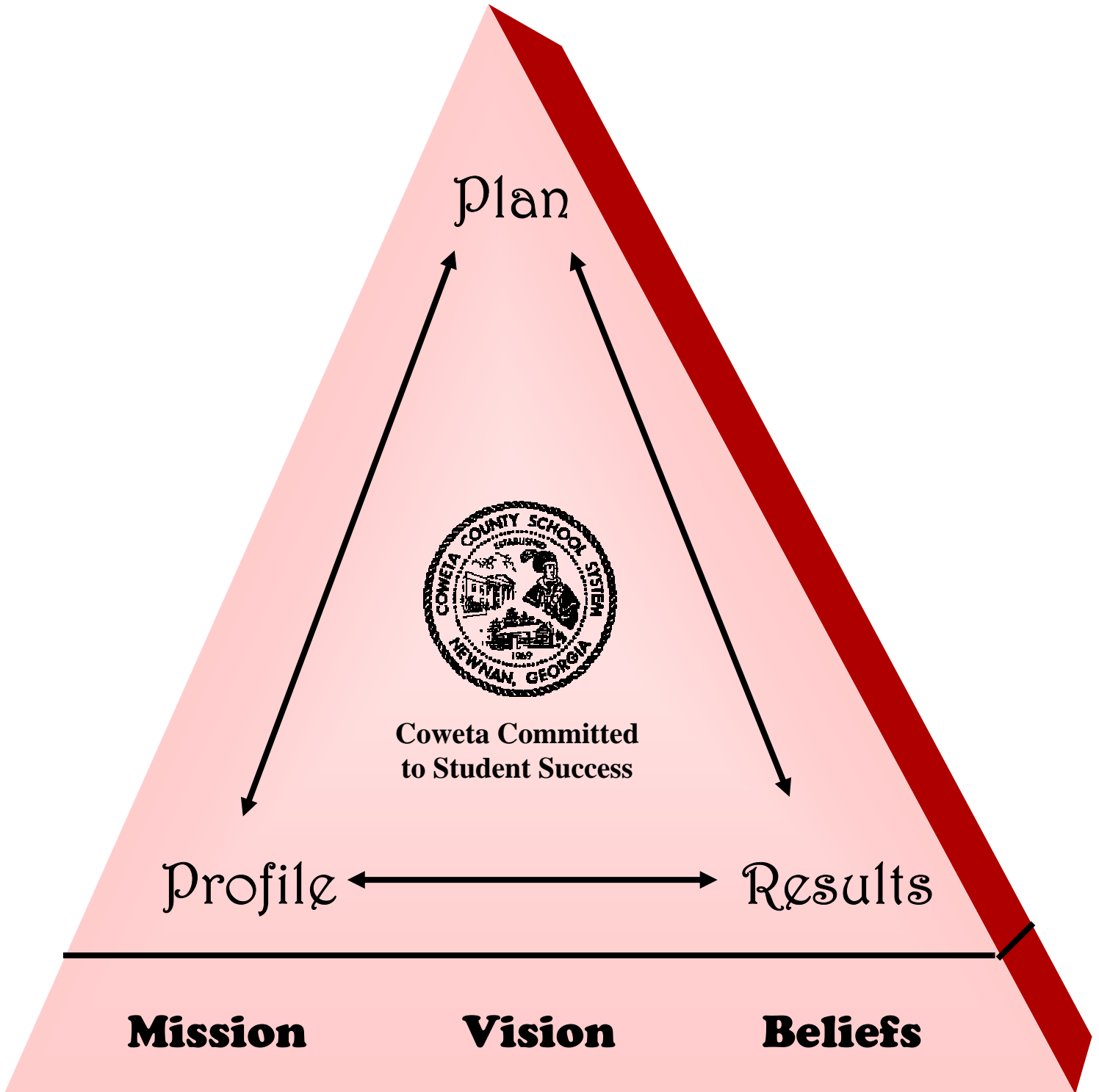
The system further assures quality in the area of school improvement through system administrators' ongoing communication with school administrators. The system superintendent, associate superintendent, curriculum director, and school improvement coordinator meet formally with each principal twice a year, once for a mid-year conference and once for a year-end conference. The mid-year conference serves as a summative conference for the previous year and a formative conference for the current year; the year-end conference serves as a part of the summative conference for the current year as well as an opportunity to plan for the next year. During these conferences, system and school administrators discuss the quality of leadership provided at each school, present their school's current profile, defend the school improvement plan, predict results for that school year, and discuss individual school needs and personnel concerns. In January of each year, each principal meets with the system personnel coordinator to discuss the staffing needs for the school for the following school year. Each principal is also responsible for completing an annual on-line SACS report to verify that the school is continuing to meet SACS standards.

The system also provides quality assurance through its internal quality assurance review teams. Administrators and teachers throughout the system are members of quality review teams. These teams visit individual schools to provide an objective view of the school's current performance in meeting established standards and the school's capacity to continually improve in

each area. These teams meet with teachers, parents, students, and administrators at each school, and they view and discuss evidence collected by the school that indicates that the school has met standards. Approximately five to six schools are visited annually, with all schools being visited over a five year period (see Appendix D). During each school's visit, the Internal Review Team will follow a schedule (see Appendix E) and use the Internal Review Team Questions (see Appendices F, G, H, and I), Quality Assurance Review Certification Process, and Continuous Improvement Rubric form (see Appendix J) to provide feedback to the school.

The system's SACS Coordinator helps coordinate and document the system's quality assurance efforts. He maintains copies of the system's Strategic Plan, of each school's improvement plan, and of each school's on-line annual SACS report. He also maintains reports from internal quality assurance review teams and from external quality assurance review team visits. His input to the superintendent and principals allows for continuous communication regarding school improvement in this organizational culture striving to ensure the success of each student.

# Smokey Road Middle School's Continuous Improvement Process



**APPENDIX B**  
**Coweta County Strategic Plan**

**I. Student Learning**

<b>Key Component</b>	<b>Objectives</b>	<b>Tasks</b>	<b>Person(s) Responsible</b>	<b>Date</b>	<b>Performance Measure</b>
Provide all students with the academic, scholastic, and technical skills necessary to be successful, productive, and responsible citizens.	A. Establish a high level of academic and scholastic achievement for student to meet NCLB standards—100% by 2013-2014.	1. Monitor, aggregate, and disaggregate data for continual improvement to exceed NCLB levels for all students.	John Dunn Nancy Royal Barbara Louis Gina Murray Connie Davis Principals Teachers	Ongoing	NCLB Standards OEA Report Card CRCT Reports HSGT pass rates AP exam scores Writing Assessments Graduation Rate Dropout Rate
	B. Develop the highest quality staff to deliver engaging instruction for students.	1. Design professional development activities that meet the needs of staff.	Barbara Louis Nancy Royal Wayne Outlaw Principals	Ongoing	Professional Development Courses Yearly Staff Development Survey School Improvement Plans Strategic Plan CCSS Intranet Resource Site
		2. Ensure staff is trained to meet new performance standards prior to implementation deadlines.	Wayne Outlaw Nancy Royal Barbara Louis	Ongoing	Training Logs State Implementation Plan
		3. Ensure ongoing opportunities for training in best practices and other current topics.	Wayne Outlaw Nancy Royal Barbara Louis Connie Davis Principals	Ongoing	Professional Learning Logs Training Records Minutes from County-wide grade level meetings
		4. Foster collegiality and collaboration by providing opportunities at the school and county levels.	Blake Bass Wayne Outlaw Nancy Royal Barbara Louis Gina Murray Principals	Ongoing	Curriculum Meeting Notes Teacher Assessment Teams CLSR Standards Assessment

**II. Human Resources**

<b>Key Components</b>	<b>Objectives</b>	<b>Tasks</b>	<b>Person(s) Responsible</b>	<b>Date</b>	<b>Performance Measure</b>
Recruit, train, and retain the best qualified staff possible.	A. Assess and improve employee morale.	1. Conduct standards appraisals in each school.	Wayne Outlaw Principals	Ongoing	Percent of employees leaving the school system for other employment
		2. Allow administrators flexibility in determining actions to promote and improve employee morale.	Blake Bass Principals Other Administrators	Annually	Percent of increase in employee attendance per year

Key Components	Objectives	Tasks	Person(s) Responsible	Date	Performance Measure
		3. Early school dismissal to allow additional time for conferences and planning	Blake Bass School Board	Annually	Number of Conferences
		4. Utilize newsletters and emails to foster communication of needs, goals, and employee recognition.	Public Information Officer Central Office Principals	Ongoing	Number of system-level newsletters
	B. Retain the most qualified personnel through various opportunities.	1. Enhance the New Teacher Induction Program and Teacher Support Program.	Wayne Outlaw	Ongoing	Retention rate (%)
		2. Utilize part-time and retired employees to meet system needs	Wayne Outlaw	Ongoing	Number of part-time and retired employees
		3. Provide professional development opportunities for teacher leaders and other leadership personnel.	Wayne Outlaw Principals	Ongoing	Professional Learning records
	C. Identify, train, and develop leaders in Coweta County School System	1. Identify, recruit, and nominate potential leaders from within and outside of the school system through various avenues to participate in leadership development.	Wayne Outlaw Administrators Staff	Ongoing	Number of candidates in “potential leader” groups
		2. Offer professional development and opportunities through cohort programs, universities, professional staff development, and other leadership opportunities for potential leaders.	Wayne Outlaw Potential Leaders	Ongoing	Percent of leaders enrolled or involved in university courses, cohort programs, and/or participating in system staff development for leaders
		3. Through the guidance of principals, develop teacher leaders as possible future assistant principals.	Principals	Ongoing	Percent of appointments and success rate of Assistant Principals assigned from within the system
	D. Improving Skills of Present Leaders	1. Offer continual professional development in various areas of school leadership for administrators	Blake Bass Professional Learning Office	Ongoing	Percent of leaders participating in specific system related staff development for administrators
		2. Assign mentors to new leaders	Wayne Outlaw	Annually	Percent of administrators and/or teacher leaders participating in mentor program and shadowing

Key Components	Objectives	Tasks	Person(s) Responsible	Date	Performance Measure	
		3. Encourage the pursuit of higher-level degrees by administrative staff and leaders	Blake Bass Principals	Annually	Percent of administrators and leaders enrolled in programs leading to higher-level degrees	
		4. Encourage membership and active participation in professional organizations.	Blake Bass	Annually	Percent of administrators and/or teacher leaders attending professional seminars and conferences and serving as organizational officers.	
		5. Mentor prospective assistance principals to become principals.	Blake Bass Principals	Ongoing	Percent of appointments and success rate of principals assigned within the county.	
		6. Develop and implement an appraisal process in lieu of the current GTEP process	Wayne Outlaw Teacher Appraisal Committee Administrator Appraisal Committee	Ongoing	Percent of teachers and administrators who participate annually in the appraisal process	
		E. Develop a quality staff	1. Provide professional development opportunities for teachers and staff	Wayne Outlaw	Ongoing	Percent of teachers and staff participating in training and development activities
			2. Assign mentors to new teachers	Principals Wayne Outlaw	Annually as new teachers enter the district	Percent of new teachers with a TSS certified mentor
	3. Encourage the pursuit of high-level degrees by teachers		Blake Bass Principals	Annually	Percent of teachers enrolled in programs leading to higher-level degrees	
	4. Encourage membership and active participation in professional organizations		Principals	Annually	Percent of teachers attending professional seminars, workshops, conferences, and serving as professional association leaders	

### III. Student, Parent and Community

Key Component	Objectives	Tasks	Person(s) Responsible	Date	Performance Measure
Provide opportunities to students, parents, and stakeholders for input and participation in support of student learning.	A. Increase the number of opportunities offered for stakeholder feedback and participation	1. Conduct focus groups/ advisory groups with all stakeholders	Blake Bass Dean Jackson	Ongoing	Logs and minutes from group meetings

#### IV. Organization and Operations

Key Components	Objectives	Tasks	Person(s) Responsible	Date	Performance Measure
Provide and efficiently maintain facilities that foster safer learning environments	A. Use of a systematic, efficient, and flexible plan to ensure construction and maintenance of facilities	1. Maintain construction and renovation records	Jerry Davis Ronnie Cheek	Ongoing	Records
		2. Implement a rotating schedule for routine building maintenance including painting, carpeting, and minor renovations	Jerry Davis Ronnie Cheek Danny Brooks	Fall 2004	Schedule
		3. Implement Five Year Facilities Plan for construction of new schools, additions to existing schools, and major renovations	Jerry Davis Ronnie Cheek	Fall 2004 and ongoing	Five Year Plan
	B. Continually improve efficiency and effectiveness of custodial staff and services	1. Reassign and rotate staff for increased coverage and functions	Jerry Davis Rusty Knorr	As needed	Staff assignment logs
		2. Coordinate professional development activities for maintenance	Jerry Davis Rusty Knorr Wayne Outlaw	As needed	Training logs and offerings
		3. Reduce supply orders through budgeting and inventory control	Jerry Davis Rusty Knorr Principals	Ongoing	Order audit
	C. Continually improve efficiency of maintenance services	1. Decrease work order completion time	Jerry Davis Danny Brooks	Fall 2004	Work order audit
		2. Reassign and rotate staff for increased coverage and functions	Jerry Davis Danny Brooks	Ongoing	Work order audit
		3. Provide training and certification opportunities for workers	Jerry Davis Danny Brooks Wayne Outlaw	Ongoing	Training schedules and offerings
	D. Increase the use of efficient energy management program for all buildings	1. Reduce the amount of energy usage in all buildings	Rusty Knorr	Ongoing	Energy audit and bills

Key Components	Objectives	Tasks	Person(s) Responsible	Date	Performance Measure
Provide and coordinate services necessary for an appropriate and safe environment to support learning.	A. Decrease percentage of students requiring behavioral conferences through student services	1. Implement a stronger SST program	Maria Carroll Principals Assistant Principals Teachers	Ongoing	SST Logs School Discipline Records
	B. Decrease percentage of students absent and tardy	1. Implement county wide attendance policy and procedures as required by state legislation	Principals Attendance Clerks	2004-2005	School and county attendance statistics Number of truancy cases filed AYP Report
Provide safe, efficient transportation in support of student learning	A. Improve the on-time performance of pick-up and delivery of students	1. Recruit and train substitute bus drivers	Transportation Department	Ongoing	Percent of late buses
		2. Utilize EDULOG for routing	Transportation Department	Ongoing	Percent of late buses
	B. Continually improve driver safety	1. Provide training for drivers on safe operating practices	Transportation Department	Annually Ongoing	Number of Accidents and injuries
		2. Provide training on effective behavior management and discipline for bus drivers	Transportation Department Wayne Outlaw John Boren	Ongoing	Number of Accidents and injuries
		3. Set bus behavior standards, inform students, parents, and drivers of them, and enforce the standards	Transportation Department Principals Assistant Principals	Ongoing	Number of Accidents and injuries
		4. Post bus rules in a highly visible spot on each bus	Transportation Department Drivers Principals	Ongoing	Number of Accidents and injuries
	C. Reduce the number of bus referrals made each year	1. Reteach rules to students and drivers as needed	Transportation Department Principals	Ongoing	Number of referrals in SASI
	D. Continually improve operational costs of the transportation department	1. Update bus fleet so that no route bus is over ten years old	Transportation Department Blake Bass	Ongoing	Bus age spreadsheet
		2. Monitor maintenance services and costs for possible savings	Transportation Department	Ongoing	Purchase orders and cost accounts

Key Components	Objectives	Tasks	Person(s) Responsible	Date	Performance Measure
		3. Calculate cost per mile and cost for possible savings	Transportation Department Mike Jones	Ongoing	Cost accounts
Enhance the education of all students through the Centre for Performing and Visual Arts by utilizing the experiences of the community to support the arts in traditional and non-traditional venues.	A. Increase the number of opportunities for every student to experience success with the arts	1. Select a broad variety of interesting and educational programs and events to appeal to all students	Don Nixon	Ongoing	Events Calendar Number of student educational programs
		2. Utilize CPVA for student performances, exhibitions, learning events, and programs	Don Nixon Principals	Ongoing	Number of student performances Number of student exhibits Number of student workshops Number of programs by level
		3. Begin student ambassador program to represent the centre at community functions	Don Nixon	August 2004 Ongoing	Events Calendar Auditions and appointments
	B. Provide activities for all members of the community to grow and explore the arts	1. Utilize local media to publicize events	Don Nixon Dean Jackson	Ongoing	Newspapers Local Cable Channels
		2. Schedule and support utilization of CPVA by the community	Don Nixon	Ongoing	Events Calendar
		3. Continue Friends of the Arts Program	Don Nixon	Ongoing	Donations and Gifts
		4. Continue Masterworks Chorus	Don Nixon	Ongoing	Practice and Performance schedule
		5. Maintain events calendar	Don Nixon	Ongoing	Calendar
		6. Develop fully coordinated volunteer support team to assist in at least 25% of all CPVA events	Don Nixon	Ongoing	Volunteer lists and logs
Support student learning by conducting an efficient school nutrition program	A. Reduce database errors in recording and tracking free and reduced applications	1. Upgrade Koch and Wood School Nutritional Software package from DOS to Windows	David Thibadeau Cathe Nixon	August 2004	Error reports Inspection of sites for installation
		2. Conduct training and follow-up for cafeteria managers	Cathe Nixon	Ongoing	Training logs and schedules

Key Components	Objectives	Tasks	Person(s) Responsible	Date	Performance Measure
	B. Increase accuracy of order entry and receipt of USDA and purchased products	1. Reconcile orders entered to orders received for accuracy	Cathe Nixon Cafeteria Managers	Ongoing as received	Order forms and packing slips
	C. Continually increase point of sale efficiency	1. Upgrade equipment and methods to accept student ID numbers	Cathe Nixon	August 2004 and ongoing	Visual check at all sites
		2. Train cafeteria staff to properly utilize the equipment	Cathe Nixon Cafeteria Managers	August 2004 and ongoing	Training logs and schedules
	D. Decrease time in line by continually improving serving time	1. Cross train employees on more than one job	Cafeteria managers	Ongoing	Training logs and schedules
		2. Conduct time audits of serving lines on a periodic basis	Cathe Nixon Cafeteria managers Principals	Ongoing	Time audit reports
	Provide regular and efficient technology programs and services in support of student learning	A. Improve and maintain uptime of Network Infrastructure within 99% during business hours	1. Purchase necessary equipment and upgrades	David Thibadeau	Ongoing
2. Provide training to network administrators to fully support network equipment			Mary Cato	Ongoing	Training logs
3. Set up comprehensive monitoring of network			Mary Cato	Ongoing	Monitor system

## APPENDIX C

SACS District Standards Committees  
 Accreditation Standards for Quality Systems  
 Coweta County School System  
 Wayne Outlaw, System SACSCASI Coordinator

STANDARD	CHAIRPERSON(S)	MEMBERS
Beliefs and Mission	Mark Whitlock, CEO CEC	Hope Donaldson, Teacher Karen Braun, Parent Shelbra Mayes, Teacher Linda Woodruff, Parent James Welden, Partner
Governance and Leadership	Dr. Therese Reddekopp Principal	Blake Bass, Superintendent Rick Waggoner, Principal Rufus Smith, Partner Ron Gill, Asst. Principal Cora Reeves, Teacher Dr. Laurie Jackson, Principal Lisa Colomb, Parent Christi Hildebrand, Teacher
Leadership	Dr. Steve Barker Principal	Michelle Norris, Parent Susan Quesinberry, Teacher Carol Criswell, Principal Marty Miles, Parent Tara Atkinson, Teacher Joanna Finkelstein, Parent
Curriculum	Nancy Royal – Co-chair Barbara Louis – Co-chair Central Office Admin.	Karen Barker, Principal Stephanie Nix, Teacher Sondra Lee, Teacher Caren Peterson, Parent Dr. Fate Simmons, Principal Ms. Doolittle, Parent
Instructional Design	Dr. Patti Falk Principal	Vince Bass, Principal Tracey Perry, Parent Ms. Harkleroad, Teacher Gina Murray, CO Staff Chuck Grovenstein, Teacher L. Gallagher, Parent
Assessment, Measurement, and Effectiveness Results	Dr. Rebecca Gibson Principal	Julie Lutz, Principal Ronnie Clotfelter, Parent Beverly Yeager, Principal Roberta Prince, Parent Dr. Michael Cutchen, Principal Tina Neely, Parent
Resources	Keith Chapman – Co-chair Mike Jones – Co-chair Central Office Admin.	Shanci Robinson, Teacher Jennifer Powell, Parent Melanie Perry, Teacher Vicki Cicero, Parent Dr. Theodore Travis, Asst. Prin.

STANDARD	CHAIRPERSON(S)	MEMBERS
		Lynetta Hill, Parent
Human Resources	Dr. Marc Guy Central Office Admin.	Dr. Larry Moore, Asst. Prin. Lynn Skinner, Teacher Terri Lassetter, Principal Valerie Dean, Teacher Janet Barren, Parent Scott Floyd, Principal Amy Simonton, Parent
Student Services	Dr. Peggy Guebert Principal	Derek Pitts, Principal Kelly Flury, Parent Kelly Finger, Teacher Lisa Lassetter, Parent Lorraine Johnson, Asst. Prin. Lynette Hanus, Parent Cathe Nixon, CO Staff Don Nixon, CO Staff Lillie Smith, CO Staff
Staff and Stakeholder Communications and Relationships	Dean Jackson Central Office Admin.	Beverly Ball, Teacher Sandra Hinton, Principal Karen Adams, Parent Donald White, Teacher Kristen Bell, Parent LeAnn Cheatham, Teacher
Physical Facilities	Jerry Davis Central Office Admin.	Julie Raschen, Principal Kim Wise, Parent Dr. Tom McCormack, Prin. Sarah Griffies, Parent Ellen Olson, Teacher Rusty Knorr, CO Staff
Continuous Process of Educational Improvement	Andy Peryam Director of HS Programs Central Education Center	John Dunn, Assoc. Sup. Amy Dawson, Teacher Leah Moore, Parent Monica Lovett, Asst. Prin. Betty Smith, Principal Michelle Bowles, Parent Connie Davis, CO Staff

APPENDIX D

Five-Year Visitation Calendar  
 COWETA COUNTY SCHOOL SYSTEM  
 Southern Association of Colleges and Schools

YEAR	SCHOOLS
2005-06	Arbor Springs Elementary School Newnan Crossing Elementary School Arnall Middle School Smokey Road Middle School Northgate High School
2006-07	Atkinson Elementary School Arnco-Sargent Elementary School Moreland Elementary School Welch Elementary School Evans Middle School Lee Middle School East Coweta High School
2007-08	Ruth Hill Elementary School Willis Road Elementary School Canongate Elementary School East Coweta Middle School Madras Middle School Newnan High School
2008-09	Eastside Elementary School Elm Street Elementary School Jefferson Parkway Elementary School Grantville Elementary School Northside Elementary School Winston Dowdell Academy
2009-2010	Central Education Center White Oak Elementary School Western Elementary School Thomas Crossroads Elementary School Poplar Road Elementary School

## APPENDIX E

### SCHOOL VISIT SCHEDULE FOR COWETA COUNTY SCHOOLS Quality Assurance Review Team

#### **DAY ONE**

##### General Visit Schedule:

- √ By 8:00 a.m. QAR team members arrive at school
- √ 8:00 – 8:30 a.m. School walk through with principal (plus student escorts where possible)
- √ INTERVIEW EACH OF THE FOLLOWING GROUPS AT THE SCHOOL
  - 8:30 – 9:15 a.m. Principal and School’s Leadership Team
  - 9:30 – 10:15 a.m. Selected Teachers
  - 10:30 – 11:00 a.m. Selected Students
  - 11:00 – 11:30 a.m. Group of school stakeholders such as a mixture of parents who are not employees; community members; business partners; etc.
- √ 11:30 – 12:15 p.m. Lunch with students.
- √ 12:15 – 3:00 p.m. Team members view documentation to verify SACS Standards. The school should have key personnel available for additional questions.

#### **DAY TWO**

- √ 8:00 – 12:00 p.m. Team deliberates to reach consensus on SACS school standards, continuous improvement as evidenced by the Vision, Profile, School Improvement Plan, and documented Results
- √ 12:00 – 12:30 p.m. Lunch
- √ 12:30 – 3:00 p.m. Team continues deliberation and writes the exit report.
- √ 3:00 p.m. Oral Exit Report to all Stakeholders

## APPENDIX F

### SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS Quality Assurance Review Teacher Questions

1. What are the greatest strengths of your school?
2. What are some of the most significant challenges?
3. Describe how various stakeholders were involved in the accreditation process.
4. What types of support and guidance did leadership provide?
5. How would you describe your school's culture?
6. Would you say the staff is collaborative? How so?
7. In what ways do staff members continue to learn and grow professionally?
8. To what degree are staff committed to school improvement and involved in the process?
9. Describe the process you use for continuous improvement?
10. Do you have a vision, mission, beliefs, and expectations? What are they and how are they developed?
11. How have student performance data been collected, organized, and analyzed?
12. Systemic means that all parts (people, processes, resources, operations etc.) of the school work in a coordinated way toward a common purpose. To what degree does your school operate systemically?

## APPENDIX G

### SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

#### Quality Assurance Review

#### Parent/Business Partner Questions

1. What are the greatest strengths of your school?
2. What are some of the most significant challenges?
3. Do teachers provide engaging work?
4. How would you describe your school's culture?
5. Would you say the staff is collaborative? How so?
6. Does your school have a vision, mission, beliefs, and expectations?

## APPENDIX H

### SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

#### Quality Assurance Review

#### Student Questions

1. What are the greatest strengths of your school?
2. What are some of the most significant challenges?
3. Do teachers provide engaging work?
4. How would you describe your school's culture?
5. Would you say the staff is collaborative? How so?
6. Does your school have a vision, mission, beliefs, and expectations?

## APPENDIX I

### SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS Quality Assurance Review Administration Questions

1. What are the greatest strengths of your school?
2. What are some of the most significant challenges?
3. Describe how various stakeholders were involved in the accreditation process?
4. How are the perceptions of stakeholders gathered and used?
5. How was leadership for the work of accreditation provided?
6. How was the work organized and managed?
7. What types of support and guidance did leadership provide?
8. How would you describe your school's culture?
9. Would you say the staff is collaborative? How so?
10. In what ways do staff members continue to learn and grow professionally?
11. To what degree are staff committed to school improvement and involved in the process?
12. Does your school meet the standards for accreditation? How was this determined? What types of evidence were collected?
13. Describe the process you use for continuous improvement?
14. Do you have a vision, mission, beliefs, and expectations? What are they and how are they developed?
15. What types of information did you include in your profile? How was it presented and analyzed? How did you use it?
16. How have student performance data been collected, organized, and analyzed?
17. Systemic means that all parts (people, processes, resources, operations etc.) of the school work in a coordinated way toward a common purpose. To what degree does your school operate systemically?

APPENDIX J

**Quality Assurance Review Certification**  
 (For use with Quality Assurance Reviews to Individual Schools)  
 Council on Accreditation and School Improvement  
 Southern Association of Colleges and Schools

SCHOOL:

Date(s) of Visit:

**I. Evidence of Meeting Standards**

Standard	Meets Expectations	Meets Expectations with Recommendation	Does Not Meet Expectations	List deficient indicators, if any (e.g. 3.5, 6.7, or 4.6)
Standard 1: Beliefs and Mission				
Standard 2: Governance and Leadership				
Standard 3: Curriculum				
Standard 4: Instruction				
Standard 5: Assessment and Evaluation				
Standard 6: Resources				
Standard 7: Support Services for Student Learning				
Standard 8: Stakeholder Relationships and Communications				
Standard 9: Citizenship				
Standard 10: Continuous Process of Improvement				

Note: If a standard is rated “meets expectations with recommendation” there should be a recommendation(s) related to the standard in the narrative of the report.

Note: If a standard is rated "does not meet expectations" the indicator(s) not met should be listed in the “list deficient indicators” column.

**II. Demonstration of Continuous Improvement**

Use the following rubric to identify the school’s level of effectiveness in engaging and demonstrating a continuous process of improvement.

Level 1: Absent	Level 2: Emerging	Level 3: Operational	Level 4: Exemplary
There is little or no evidence of a continuous process of improvement. There is limited awareness among staff of the process of continuous improvement and its importance.	The improvement process is episodic (sometimes but not consistently evident). There is growing awareness among most staff of the improvement process and its importance.	The improvement process is almost always evident. There is general awareness among staff of the improvement process and its importance.	The improvement process is consistently evident or routine, aligned with other practices, and focused on achieving the vision and expectations for student learning. Almost all staff is aware of the improvement process and understands its importance and how it impacts other people and practices in the school.

**LEVEL OF EFFECTIVENESS:** (Check the appropriate box.)

**ABSENT**       **EMERGING**       **OPERATIONAL**       **EXEMPLARY**

**Quality Assurance Review Certification**  
 (For use with Quality Assurance Reviews to Individual Schools)  
**Council on Accreditation and School Improvement**  
**Southern Association of Colleges and Schools**

**III. Providing Quality Assurance**

<b>Level 1: Absent</b>	<b>Level 2: Emerging</b>	<b>Level 3: Operational</b>	<b>Level 4: Exemplary</b>
<p>There is little or no evidence of methods or procedures designed to monitor and support the teaching and learning process.</p> <p>There is limited awareness among staff of current levels of effectiveness.</p>	<p>Methods for quality assurance are episodic (sometimes but not consistently evident).</p> <p>There is growing awareness among staff that methods of quality assurance are being implemented to support, assist, and monitor the teaching and learning process.</p>	<p>Methods for quality assurance are almost always evident.</p> <p>There is general awareness among staff that methods of quality assurance are in place to support, assist, and monitor the teaching and learning process.</p>	<p>Methods for quality assurance are consistently evident or routine, aligned with other practices, and focused on achieving the vision and expectations for student learning.</p> <p>Almost all staff is aware of the methods for quality assurance and understands its importance and how it impacts other people and practices in the school.</p>

**LEVEL OF EFFECTIVENESS:** (Check the appropriate box.)

- ABSENT**       **EMERGING**       **OPERATIONAL**       **EXEMPLARY**

**IV. Recommendation to SACS CASI for accreditation:**

**For schools seeking initial accreditation**

- Recommend initial accreditation
- Do not recommend accreditation at this time

(Note: chair should provide below or on an attached sheet the conditions that must be met including standard deficiencies for initial accreditation.)

**For schools seeking continued accreditation**

- Recommend continued accreditation
- Recommend accreditation with noted standard violations (see above)

**V. Quality Assurance Review Team**

**Chair:** \_\_\_\_\_ **Member:** \_\_\_\_\_

**Member:** \_\_\_\_\_ **Member:** \_\_\_\_\_

**Member:** \_\_\_\_\_ **Member:** \_\_\_\_\_

**VI. Special Comments or Notations by the Chair**