



# **Accreditation Report**

## **Chattahoochee County School System**

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# Executive Summary

## **Introduction**

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

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

## Description of the School System

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

Chattahoochee County is located in West Central Georgia, bordered to the north by Muscogee and Talbot Counties, to the east by Marion County; to the south by Stewart County; and to the west by the Chattahoochee River and the state of Alabama. In 1854, Chattahoochee County was created from Muscogee and Marion Counties by an act of the Georgia legislature. Cusseta is the county seat and only town in Chattahoochee County. The community of Cusseta was incorporated on December 22, 1855. Its name comes from the Muscogean Indian word, Kashita, which means a "trading town."

The county is also home to the Ft. Benning Military Reservation. Established in 1918, the post covers 182,000 acres, of which eighty percent is in Chattahoochee County. Ft. Benning was established in 1918 in response to World War I, named after Henry Benning, a confederate general. Its mission became even more important with the United States entry into World War II. The post has grown from a basic training mission to the inclusion of other missions, from training specialized forces to the airborne school. The following are located on Fort Benning.

WHINSEC - Western Hemisphere Institute for Security Cooperation

192d Infantry Brigade

194th Armored Brigade

316th Cavalry Brigade

197th, 198th, and 199th Infantry Brigade

Ranger Training Brigade

75th Ranger Regiment

3rd Brigade 3rd Infantry Division (Mechanized)

11th Engineer Battalion (Combat)

14th Combat Support Hospital (14th CSH)

17th Air Support Operations Squadron (17th ASOS)

362 Engineers

926 Medical Detachment

ARNG Warrior Training Center

Army Marksmanship Unit

18th Weather Squadron

Special Forces Recruiting

The presence of the military base poses statistical challenges because some U.S. Census and state data reports for the County include the military base. Due to the transient nature of the Fort Benning population, the high school in particular experiences a significant turnover in students along with attendance issues related to deployment, which more traditional school systems may not encounter.

According to the U.S. Census, the population of Chattahoochee County in 2010 was 11,267. This is a 24.3% decrease in population in relation to the 2000 Census, where the total population was 14,882. This gives Chattahoochee County a population ranking of 107 out of 159 counties. Of this 2010 population, Chattahoochee County has 68.8% Caucasian residents, 18.8% African-American residents, 12.4% Hispanic residents, and 3.5% not identified in these categories.

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(GA Department of Community Affairs, 2011; U.S. Census 2010, GA County Guide 2011).

With the recent influx of military personnel in Chattahoochee County due to base realignment, the demographics for Fort Benning are a critical component in many aspects of the school system:

Permanent party - 30,000 soldiers

Trainees/students per year - 130,000

Family members - 52,000

Civilian employees - 4,300

Houses on post - 3,300 (70% live off post)

On post schools (Pre-K - 8th grade) - 2,984 students

The 2011 GA County guide reported that 8.6% of Chattahoochee County's households were headed by females with children less than 18 years of age, compared with 12.2 % statewide.. The total number of households grew 1.9% from 2000 to 2009, with an estimate of 3,378 housing units in 2009. As estimated in the 2010 U.S. Census, 28.8% of Chattahoochee County residents owned their home. (GA County Guide, 2011; U.S. Census 2010).

In 2009, it was estimated that 26.5% of all residents in Chattahoochee County lived in poverty, compared with the state average of 16.6%. In 2009, 6.1% of residents received Food Stamps, 0.9% of the population received Supplemental Security Income (SSI) and 0.2% of residents received TANF (Temporary Assistance for Needy Families). The average weekly wage for employment sectors in the county was \$723, compared to the statewide average of \$824. The total average number of employees located in Chattahoochee County was 2,111. Of the total employees, 30.5% were employed in the management or professional sector, followed by 27.9% in the sales or office sector and 17.9% were employed in the service industry. Statewide, the service producing industry is the largest employment sector, contributing 66.6% of the state's jobs.(GA County Guide, 2011; U.S. Census, 2011, GA Kids County, 2011). Between 2005 and 2009, Chattahoochee County's annual unemployment rate averaged 11.3%, compared with the state's average of 6.1%. Nationally, the unemployment rate for the same period averaged 6.5% (U. S. Department of Labor, 2011).

For the population that is 25 years and over in Chattahoochee County, 88.8% have completed high school or higher, 18.5% have completed a bachelor's degree and 6.6% have completed a graduate or professional degree. (GA County Guide, 2011).

Chattahoochee County is a small rural school system made up of four schools, Chattahoochee County Education Center, which includes nursery children and grades PreK-5, Chattahoochee County Middle School, grades 6-8, Chattahoochee County High School, grades 9-12, and Chattahoochee County Alternative School and Ace Academy.

There are over 900 students enrolled in Chattahoochee County Schools for the 2012 -2013 academic school year. Over half of the students were Caucasian, totaling 56%. African American students made up 34% of the population, with 7% Hispanic, and 3% Multi-Racial students making up the remainder of the population.

Currently 66.85% of public school students are eligible for free or reduced lunch; 6.7% of students in K-12 and 6% of Pre-K students were enrolled in Special Education, 18% were enrolled in the Early Intervention Program (grades K-5).

## System's Purpose

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

The mission of the Chattahoochee County School District is to prepare young people to become lifelong learners, based on high academic standards for all, individual appreciation for each student and teacher, a culture of trust, respect for the diverse traditions of Georgia and involvement of family and community.

On January 24, 2007, from 7:00 to 8:00, a stakeholders meeting was held. A group of educators and parents met to select the ten most desirable goals. The district mission statement was conceived from those goals. From April 2012 to May 2012, surveys were distributed in all schools to teachers and staff, parents, and community members to review and recommend modifications to the current mission statement for the district and the respective schools.

Chattahoochee County attempts to meet the needs of all children. Programs have been started when needs have arisen, for example: the Alternative School to meet the varied needs of children who had trouble in traditional classrooms and the Ace Academy, which helps with credit recovery. The county has tested all children as specified by the state of Georgia, and sometimes has gone beyond state recommended testing. The class sizes are some of the smallest in the state of Georgia. Technology is evident in the county. Chattahoochee County has more computers per student than most systems in Georgia. The local school system has been more than willing to provide additional funding when special needs have arisen.

The faculty and staff of the Chattahoochee County have been trained to teach and support all of the students in the system through maintaining small class sizes. The student/teacher ratio is 14:1. There are seventy-one PK - 12 teachers, 50 female and 21 male, 58 white and 13 minority (black and Hispanic). Over fifty percent of the faculty has degrees beyond the bachelor's level and almost fifty percent have more than 10 years experience.

There are a variety of assessments, support programs, and services which demonstrate the system's performance and expectations for the students.

The ASVAB is administered annually on a voluntary basis to students at Chattahoochee County High School. According to the website, the ASVAB is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. It is administered annually to more than one million military applicants, high school, and post-secondary students. For the school year 2011-2012, Chattahoochee County High School students achieved an average score of 30 out of 99 on the ASVAB.

Students at Chattahoochee County High School are administered The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in the Fall of each school year. It is a program cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). The standardized test provides firsthand practice for the SAT®. It also gives students a chance to enter NMSC scholarship programs and gain access to college and career planning tools.

Georgia's performance-based writing assessments are administered to students in grades three, five, eight, and eleven. Student writing samples are evaluated on an analytic scoring system in all grades to provide diagnostic feedback to teachers, students, and parents about individual performance. The writing assessments provide information to students about their writing performance and areas of strength and  
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challenge. This information is useful for instruction and preparation for future writing assessments.

The CRCT is designed to measure how well students acquire the skills and knowledge described in the state adopted curriculum including the Common Core Georgia Performance Standards (CCGPS) in reading, English/language arts, and mathematics and the Georgia Performance Standards (GPS) in science and social studies. This information is used to diagnose individual student strengths and weaknesses as related to the instruction of the state adopted curriculum, and to gauge the quality of education throughout Georgia.

The CRCT-M program has been developed for those students with disabilities who are receiving special education services and whose Individualized Education Program (IEP) documents that they would be best assessed through an alternate assessment based on modified academic achievement standards. The CRCT-M Retest is offered in grades 3, 5 and 8 in Reading, and grades 5 and 8 in Mathematics.

The EOCT align with the Georgia curriculum standards and include assessment of specific content knowledge and skills. The assessments provide diagnostic information to help students identify strengths and areas of need in learning, therefore improving performance in all high school courses and on other assessments, such as the GHSGT.

Georgia's graduation tests provide valuable information for students, educators, and parents about student strengths and areas for improvement. The test identifies students who may need additional instruction in the concepts and skills required for a diploma. Students who enter grade nine in 2011 - 2012 and beyond will not take, and are not required to pass the GHSGT. They are required to take and pass the EOCT.

The Student Support Team is a regular education team (which uses a team approach to problem solving) whose function is to provide insight and specific strategies to help classroom teachers deal most effectively with students who are having difficulties in school. The team may include parents, teachers along with other support staff such as counselors, instructional coaches, and administrators as deemed necessary.

Other programs include the Early Intervention Program, Classworks, Lexia, Alternative Behavior Education, Kid's College, Novanet, 4-H, JROTC, Ace Academy/Distance Learning, Alternative School, Career Readiness/Life Skills, PTA, parent coordinator and volunteers.

## **Notable Achievements and Areas of Improvement**

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

The schools in Chattahoochee County were analyzed by a GAPSS team between 2007 and 2011.

Some commendations from the analyses were:

### Elementary School

#### Curriculum

1. Lessons are clearly aligned with GPS.
2. Common planning time is provided during the student day for grade level teachers to plan for curriculum.
3. Teachers use formative assessments to gauge student performance and to provide effective grouping strategies for students.
4. A significant number of students interviewed (76%) demonstrated an awareness of instructional standards.

### Middle School

1. The overall school culture provides support to enhance the academic achievement of all learners.
2. Leadership has provided the structure for collaborative planning among middle school math teachers.

### High School

1. High school is commended for providing common time during the school day for core teachers to plan curriculum.

#### Leadership

1. The principal is perceived as the school's instructional leader and lead learner.
2. The principal has focused the school on continuous improvement of instruction and has put in place support structures that provide a framework for increasing student achievement.
3. The administrative team maintains high visibility within the school at school and community events.
4. The availability and effective allocation of human, technological and material instructional resources are evident in many areas of the school.

The following target areas for improvement were:

#### Curriculum

Written curriculum documents should be utilized to improve instructional practices (lesson plans, units of study, frameworks, scope & sequence, curriculum maps, to ensure alignment to GPS rather than textbooks.

Horizontally and vertically align curriculum for each core content area at all grade levels to ensure that all teachers and students participate in a curriculum that requires depth of understanding and rigor.

Leadership Team monitors and evaluates implementation of the curriculum through an ongoing process to ensure consistency in all classrooms, grade levels and subject areas. Use performance data and the review of student work as it relates to the GPS.

#### Instruction

Increase rigor and high expectations for student achievement of all students by assuring that all teachers use language of standard through sequencing of the lesson in all classes. Other routines that will enable students to take responsibility for their learning include: using essential questions, anchor papers, posted examples and non-examples of student work with commentary; developing learning targets or I CAN statements for and with students; developing and using rubrics/scoring guides with students aligned to the standard and giving written and oral feedback to students as they work through the unit and on benchmark assessments.

Teachers and other instructional leaders collaborate to determine the higher-order thinking skills, (compare, contrast, classify, problem solving, decision-making, critical thinking, self monitoring) needed to understand and ensure high expectations and clear learning goals.

High student achievement would result from using a variety of flexible grouping strategies that promote student engagement and emphasize  
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higher order thinking skills as evidenced by a high degree of rigor in student work products. Incorporate technology into the lessons or for students to use to complete work.

### Assessment

Monitor and adjust instruction by using assessment data (diagnostic, formative, and summative) to maximize student achievement, ensure continuous improvement for individual learners, and address achievement gaps, specifically between black and white students and students with and without disabilities.

Fully implement ClassWorks, TestGate and/or Study Island to utilize data to design adjust and differentiate classroom instruction.

Engage teachers in systemically examining student work on a consistent basis during teacher meetings to revise curriculum implementation to guide instruction and increase student achievement for all students.

### Professional Learning

All teachers participate in learning teams throughout the year and meet regularly to plan for instruction and align their work with GPS and school improvement goals.

Establish, implement and monitor a school-wide professional learning plan that is job embedded and will impact student learning in the following areas: standards-based classrooms, collaborative planning, using assessment to drive instruction, differentiated instruction.

Leadership develops a school wide plan for professional learning communities with understanding and expectations of the work that needs to be accomplished within these groups and monitor meetings and classrooms to ensure successful implementation.

## **Additional Information**

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

The administrative staff, teachers, and non-certified staff ensure that Instruction is provided in a safe and orderly environment, The campuses are well-maintained and clean and positively affect student and community perceptions of the learning environment as risk-free and inviting. The partnership between home and school is evident because the system employs several means to communicate with parents and the community and to enlist their support such as PTA, agenda books or planners, phone calls, school newsletters, Open House, etc. Successful community partnerships include the Chattahoochee County Recreation Department, Chattahoochee County Public Library, Chattahoochee County PTA, Girls Scouts of America, Chattahoochee County Volunteer Fire Department, Chattahoochee County 4-H, Fort Benning Partners in Education, and Sam's Club. Parents and community members feel consistently welcomed in the school and at off-site school functions. The overall school culture consistently supports and enhances the social, emotional, and relational growth and development of all learners.

# Self Assessment

## **Introduction**

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

## Purpose and Direction

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

Overall Rating: 2.5

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	The system's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> <li>•District purpose statements - past and present</li> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the district's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Minutes from meetings related to development of the district's purpose and direction</li> <li>•Copy of strategic plan referencing the district purpose and direction and its effectiveness</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	System policies and procedures outline the expectations for schools regarding a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success. System personnel monitor and maintain data about each school and provide feedback for the improvement of the implementation of the process to school personnel.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Agendas and/or minutes that reference a commitment to the components of the schools' purpose statements</li> <li>•Examples of school purpose statements if different from the district purpose statement</li> <li>•Examples of written stakeholder communications or marketing materials that portray the school purpose and direction</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. System leadership maintains high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Communication plan and artifacts that show two-way communication to staff and stakeholders about educational programs and equitable learning experiences</li> <li>•Examples of schools' continuous improvement plans</li> <li>•Survey results</li> <li>•Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs</li> <li>•The district strategic plan</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	Most leaders throughout the system implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student, school, and system performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the system's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and conditions that support student learning is available.	<ul style="list-style-type: none"> <li>•Examples of schools continuous improvement plans</li> <li>•Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs</li> <li>•Agenda, minutes from continuous improvement planning meetings</li> <li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li> <li>•The district data profile</li> <li>•The district strategic plan</li> </ul>	Level 2

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

The system's purpose/mission statement was developed with the inception of the district accreditation in 2007. A group of educators and parents met to select the ten most desirable goals and the mission statement was conceived from those goals. In 2012, surveys were distributed to all schools and in the community to teachers, staff, parents, and community members to review and recommend modifications to the current mission statement for the district and respective schools. The statement appears on all correspondence, newsletters, flyers, handbooks, etc. which emanate from the district. The strategic plan which is posted on the eBoard reflects the sentiment of the system's purpose.

A commitment to the mission statement is evident in the minutes of the administrative meetings attended by central office personnel and the



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principals. District and school statements are likewise reflected in the school leadership team minutes attended by the leadership in faculty and staff. Mission statements for the district and the schools are posted and visible in each classroom. Business cards which are invaluable tools in networking also reflect the mission statements.

Monthly meetings of the board of education are opportunities for the parents and community stakeholders to address concerns regarding student achievement, purpose, and goals for the system. Open houses, bi-annual parent/teacher conferences, school council and PTA meetings are other forums for individuals and organizations to focus on concerns.

Agendas and minutes from the school leadership teams are maintained in each school and concerns are addressed in district administrative meetings. A comprehensive review of the current status of Chattahoochee County School District is annually conducted utilizing results from the Georgia Public Education Report Card and a review of information obtained from various assessments, formal and informal, graduation rates, attendance reports, etc.

Professional development plans are designed with the school improvement plan in mind. Teachers and paraprofessionals have received training for the newly adopted reading and math programs with the CCRPI guidelines. Teachers and appropriate staff have the opportunity to receive training in any area that will result in improving classroom performance and students achievement, to include technology, and areas such as critical thinking across the curriculum. Chattahoochee Flint RESA has provided staff development courses in standards based learning, hands on science and mathematics workshops, the writing process, and classroom management. Teachers have made good use of furlough days by having workshops on differentiated instruction and classroom management.

Other staff professional development needs depend on positions within the system. Our system bookkeeper is required to stay highly qualified as other employees in the district. In order to provide the training or certification to accomplish this, our bookkeeper completes training in areas such as governmental environment, accounting, financial reporting and financial management. The assistant bookkeeper continues to attend workshops to maintain the lunchroom reports needed to be completed by the system. She will also need to attend workshops on such topics as: state health and any other health insurances needed by the faculty and staff, maintaining the accounts receivable and any other workshops that help her maintain her position in the central office.

Even though the system maintains a high level of professionalism and accountability in its purpose and direction, the communication to all stakeholders could be improved. Board meetings are poorly attended by the public and the beliefs expressed about education could be made more apparent with more input from all stakeholders.

## Governance and Leadership

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

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	Policies and practices support the system's purpose and direction and the effective operation of the system and its schools. Policies and practices promote conditions that support student learning, effective instruction, and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management at all levels of the system.	<ul style="list-style-type: none"> <li>•Professional development plans</li> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•District operations manuals</li> <li>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations, and functions as a cohesive unit.	<ul style="list-style-type: none"> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•Proof of legal counsel</li> <li>•Assurances, certifications</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> <li>•Governing authority policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body generally protects, supports, and respects the autonomy of system and school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the system and its schools. The governing body usually maintains a distinction between its roles and responsibilities and those of system and school leadership.	<ul style="list-style-type: none"> <li>•Communications regarding governing authority actions</li> <li>•District strategic plan</li> <li>•Examples of school improvement plans</li> <li>•Roles and responsibilities of school leadership</li> <li>•Roles and responsibilities of district leadership</li> <li>•Social media</li> <li>•Survey results regarding functions of the governing authority and operations of the district</li> <li>•Stakeholder input and feedback</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Agendas and minutes of meetings</li> </ul>	Level 2

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

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts, and provide and support meaningful leadership roles for stakeholders. System and school leaders' efforts result in measurable, active stakeholder participation, engagement in the system and its schools, a sense of community, and ownership.	<ul style="list-style-type: none"><li>•Minutes from meetings with stakeholders</li><li>•Copies of surveys or screen shots from online surveys</li><li>•Survey responses</li><li>•Involvement of stakeholders in a school improvement plan</li><li>•Communication plan</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	The criteria and processes of supervision and evaluation include references to system-wide professional practices and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"><li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li><li>•Governing body policy on supervision and evaluation</li><li>•Supervision and evaluation documents with criteria for improving professional practice throughout the system and student success noted</li></ul>	Level 2

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

Based on the GAPSS analysis and survey results from students, staff, parents and community stakeholders, the following areas of strength and need for improvement are noted:

Areas of strength

The Chattahoochee County Board of Education, the governing body in the district, which has earned the honor of "Board of Distinction" by the Georgia School Board Association has instituted policies which establish and maintain the effective operation of the schools. They have focused on resources and time to provide structure and services which provide a framework for improving instruction in the district. The superintendent's job is to make certain that district policies are followed, likewise, the building principals' jobs are to make sure district and school policies are followed. The superintendent is very visible on all the campuses establishing a personal connection between his stakeholders and the governing body.

Sound fiscal management and the good stewardship of employees throughout the district have helped eliminate the need for furlough days in the district for the 2012-2013 school year. Policies, procedures, and practices are made available to all stakeholders through eBoard, safety and facility plans, and school and staff handbooks are accessible in hard copy and on the school and system websites. Handbook committees from the respective schools review policies (such as attendance) to ensure there are consistent policies throughout the district. The governing body ensures compliance of laws and regulations through internal and external reviews of policies and practices.

Training is regularly scheduled for teachers, parents in volunteer programs, and board members. Board members attend the GSBA conference to get orientation or updates on their roles and responsibilities in the district. Teachers are paid stipends for attending between sessions and summer workshops/trainings. This reduces the need to take teachers out of the classroom and provides them with an incentive

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for working during breaks as needed. In addition, teachers are encouraged to be mentors and share their expertise with novice teachers. Through in-house staff development, all teachers have an opportunity to share meaningful educational practices with colleagues across all of the academic disciplines in a collaborative atmosphere. The code of ethics is reviewed by administration and representatives from professional education organizations such as PAGE.

School leadership teams make decisions on curriculum planning and instruction based on the school improvement plans and data. Consequently professional development follows suit. Organization charts and job duties and responsibilities manuals are maintained at each school. School councils and focus groups provide valuable input to the board regarding the community response through surveys and discussions with other parents and stakeholders. These groups have been versed on the school improvement plans, code of ethics, and by-laws to become advisory committees on student achievement for the district.

Communication is exceptional with the "One Call" telephone system used by the schools, notices on the school, board, and courthouse marquises and electronic boards. Other means of communication are:

School district and school websites

School intranet for staff

School newsletters

eBoard

Family Connection newsletters

School programs and PTA meetings

Demonstrations, displays, presentations to parents and outside community groups

Local newspapers

Parent conferences

Parent Night activities

### Areas in need of improvement

Developing more leadership opportunities will not only help retain staff, but provide employees who are not only knowledgeable of content but community and school culture (ownership) with the prospect of modeling good educational practices to new teachers. This need has been addressed with the addition of school leadership teams who meet regularly and the addition of professional learning communities. The board and superintendent encourage collaboration, shared responsibility, and vertical teaming between the schools, even though time becomes a factor in this becoming a reality.

In addition, parent involvement, which is an important component in student achievement, remains a challenge that all schools in the district wish to overcome. Even though parent participation has increased, there is still the need for consistency in attendance. Valuable workshops are offered by the parent coordinator involving student achievement, such as Panther Point Days, CRCT workshops, and volunteer training. Also the need for parental input in decision-making and focus groups allows for a slight gap in stakeholder participation.

Lastly, due to state and federal budget constraints, the system has had to require that some employees maintain multiple job responsibilities in order to ensure the effective operation of the school district. Even though there have been no serious consequences because of the personnel issue, the governing body remains mindful of this fact as they keep the best interests of the employees and students in mind.

## Teaching and Assessing for Learning

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

Overall Rating: 2.25

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide most students across the system with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Some individualized learning activities for each student are evident randomly or in some but not all schools.	<ul style="list-style-type: none"> <li>•Course, program, or school schedules</li> <li>•Student work across courses or programs</li> <li>•Course or program descriptions</li> <li>•Survey results</li> <li>•Lesson plans</li> <li>•Posted learning objectives</li> <li>•Enrollment patterns for various courses and programs</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	System personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the goals for achievement and instruction and statements of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the system's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Curriculum guides</li> <li>•Common assessments</li> <li>•Surveys results</li> <li>•Program descriptions</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> </ul>	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers in most schools sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Findings from supervisor formal and informal observations</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Surveys results</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	System and school leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> <li>•Curriculum maps</li> <li>•Supervision and evaluation procedures</li> <li>•Documentation of collection of lesson plans, grade books, or other data record systems</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Recognition of teachers with regard to these practices</li> <li>•Surveys results</li> <li>•Administrative classroom observation protocols and logs</li> <li>•Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices, and student success</li> </ul>	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	Some system staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels, content areas, and other system divisions. Staff members promote discussion about student learning and the conditions that support student learning. Learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among system personnel. System personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> <li>•Common language, protocols and reporting tools</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Survey results</li> <li>•Examples of cross curricular or program projects, interdisciplinary instruction, and classroom action research projects</li> </ul>	Level 2

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

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	System personnel are engaged in mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all system personnel and include measures of performance.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to district and school beliefs and values about teaching and learning</li> <li>•Records of meetings and informal feedback sessions</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> </ul>	Level 3



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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	Programs that engage families in their children's education are available. System and school personnel provide information about children's learning.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	Most school personnel participate in a structure designed by the system that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•Curriculum and activities of structures for adults advocating on behalf of students</li> <li>•Description of formalized structures for adults to advocate on behalf of students</li> <li>•Survey results</li> <li>•List of students matched to adults who advocate on their behalf</li> <li>•Master schedule with time for formalized structure</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers across the system use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented in all schools across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•District quality control procedures including the monitoring of grading practices across all schools</li> <li>•Policies, processes, and procedures on grading and reporting</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the system's purpose and direction. Professional development is based on needs of the system. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none"><li>•Evaluation tools for professional learning</li><li>•Survey results</li><li>•Brief explanation of alignment between professional learning and identified needs</li><li>•Crosswalk between professional learning and district purpose and direction</li></ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	System and school personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). System and school personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	<ul style="list-style-type: none"><li>•Schedules, lesson plans, or example student learning plans showing the implementation of learning support services</li><li>•Survey results</li><li>•List of learning support services and student population served by such services</li><li>•Data used to identify unique learning needs of students</li></ul>	Level 2

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

Chattahoochee County School District has designed an instructional program based upon high expectations for learning. The K-12 academic curriculum is aligned with Georgia's current standards (GPS), as well as, the implementation of the new Common Core standards. Currently, only English and Math at the High School level are using the Common Core standards, but the complete implementation of the new standards will take place during the 2013-2014 school year. As with anything new, the implementation of these new standards may cause some anxiety and confusion; however, Chattahoochee County School District is committed to making sure teachers receive professional development and proper training about the new standards. Many teachers and whole departments have utilized the Professional Development course available from the local Flint-Chattahoochee RESA, however, not all of the teachers and administrators within the district have attended these classes, yet. Grade level and department meetings and common subject planning periods are held within each school to discuss curriculum topics and assessment results. This is where teachers evaluate issues like, current collaborative learning and student learning at all levels, so they can discuss what techniques are working and which areas need improvement. Although our curriculum development is ongoing and improving, i.e. adding Advanced Placement (AP) courses in High School next year, there is additional development needed so our overall instructional programs offered are equitable and challenging for all students.

The district utilizes the following standardized tests to measure student success, at different grade levels: the Criterion-Referenced Competency Tests (CRCT) in Elementary and Middle School, the Georgia High School Graduation Tests (GHS GT) in High School, and End of Course Tests (EOCT) for state selected High School core classes. All of these tests are given once a year except the GHS GT. This test is originally given to all Juniors. Then they are given numerous times in their Senior year (5) if they didn't pass these tests, which are

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required to graduate High School. Department heads are given the scores, so they may implement remediation classes for students who have not passed the tests by their Senior year. These classes take place during the school day, over the summer, or after school. In two years (2014), these tests will no longer be used and EOCTs will be the determining factor for graduation. Currently, students take these tests in some core course, but within the next two years, every class will have an EOCT. Of course, this will take collaboration and training for the entire staff to be able to implement these new tests.

The district has made vast improvements over the years in the area of mentoring new teachers and engaging families in their student's education. Two years ago the district came up with a Mentor Program for new teachers, where a new hire (Prot@g©) is teamed up with a veteran teacher (Mentor), so they can help answer questions and help guide the new teacher. This program is relatively new and needs some adjustments, but it's an excellent way for new teachers to become acclimated to the districts policies and procedures. Also, the district is doing a good job of trying to engage families in their child's education. Numerous programs are currently in effect (Panther Point Night, PTA, Parent Night, etc.) but parental involvement is not quite where we would like it at all levels. For example, the involvement is more prevalent at the Elementary level and it decreases as the students move up in grade level. In order to combat this problem, some ideas we have discussed, but not yet implemented, are developing a Facebook and Twitter for the district and/or each school. Although we may not approve of these social media sites at times, they are effective means for disseminating information to our constituents, who are using these mediums. In order for us to get the wanted parental and community involvement, we must adapt to the times.

## Resources and Support Systems

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

Overall Rating: 2.25

Indicator	Statement or Question	Response	Evidence	Rating
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	Policies, processes, and procedures ensure that system and school leaders have access to, hire, place, and retain qualified professional support staff. System and school leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement throughout the district. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the system, individual schools, and educational programs.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•District budgets or financial plans for the last three years</li> <li>•District quality assurance procedures for monitoring qualified staff across all schools</li> <li>•School budgets or financial plans for last three years</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff for the district and schools</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is usually protected. System and school leaders attempt to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and school leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the purpose and direction of the system and its schools.	<ul style="list-style-type: none"> <li>•Examples of school schedules</li> <li>•Survey results</li> <li>•Examples of school calendars</li> <li>•Alignment of school budgets with school purpose and direction</li> <li>•Alignment of district budget with district purpose and direction</li> <li>•District strategic plan showing resources support for district</li> </ul>	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	System and school leaders have some expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with most stakeholders. Selected system and school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	<ul style="list-style-type: none"> <li>•Example systems for school maintenance requests</li> <li>•Survey results</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Policies, handbooks on district and school facilities and learning environments</li> <li>•Example maintenance schedules for schools</li> <li>•School safety committee responsibilities, meeting schedules, and minutes</li> <li>•Example school records of depreciation of equipment</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	The system has some policies related to strategic resource management. The system has a long-range strategic planning process. The strategic planning process is reviewed for effectiveness when necessary. Strategic plans are implemented effectively by the governing body and system leaders.	<ul style="list-style-type: none"> <li>•District strategic plan showing the areas of budget, facilities, quality control, and other strategic systems</li> <li>•District quality control procedures showing the monitoring of compliance with district expectations for school facilities, learning environments</li> <li>•Survey results</li> <li>•Policies, handbooks on district and school facilities and learning environments</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to ensure that all students, school, and system personnel have access to the media and information resources necessary to achieve the educational programs of the system and its schools. The system implements and evaluates processes to ensure qualified personnel are recruited, hired, and retained in sufficient numbers to assist students, school and system personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	The system provides a fully functional technology infrastructure, working equipment, and a technical support staff to meet the teaching, learning, and operational needs of stakeholders. System and school personnel develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.	<ul style="list-style-type: none"><li>•Policies relative to technology use at the district-level and school-level</li><li>•Survey results</li><li>•District technology plan and budget to improve technology services and infrastructure for the district-level and school-level</li><li>•Examples of school-level technology plans and budgets to improve technology services and infrastructure to students and staff</li></ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	The system has a process to determine the physical, social, and emotional needs of students and then selects or designs and implements programs to meet the needs of as many students as possible. System and school personnel regularly evaluate programs. Improvement plans related to these programs are sometimes designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"><li>•Survey results</li><li>•Social classes and services, e.g., bullying, character education</li></ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	The system has a process to determine the counseling, assessment, referral, educational, and career planning needs of students and then selects or designs and implements programs to meet the needs of as many students as possible. System and school personnel regularly evaluate programs. Improvement plans related to these programs are sometimes designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"><li>•List of services available related to counseling, assessment, referral, educational, and career planning</li><li>•Survey results</li><li>•Budget for counseling, assessment, referral, educational and career planning</li><li>•Description of IEP process</li><li>•Description of referral process</li></ul>	Level 2

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

The district utilizes a defined hiring process to hire employee; both federal requirements and state requirements are verified for each employee's eligibility to apply for a position before the hiring is completed (highly qualified, state certification, and professional testing

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documentation). The District utilize teach Georgia (online application) process and posting of open positions ensure access to all qualified candidates in a timely manner to maintain the certified workforce. The district offers professional development trainings, on and off campus; primarily RESA offers a wealth of professional development opportunities. Professional develops plans aligns with school based school improvement plan that align with the district strategic plan based on the student needs and trends. The district strategic plan objectives are determined by the district leadership tea annually with the input from the principals, teachers, and support staff members based on student achievement data. The school improvement plans are developed to meet the district and school needs based on the student data schoolwide. In essence, the district aligns the strategic plan to budgetary items and provides resources for prioritized needs of the district. Caution is taken in program in program implementation or other expenditures based upon the status of the economy, in fact, our system sounded financial standing allowed class size requirements to be met and kept job loss and continued furlough days to be eliminated even in difficult economic times. Credited is given to our superintendent for such a notable business asset to manage and strategically plan a budget which sustains our system.

The system budget provides for the necessary items to operate the school. The district is a centralized organization that provides for local budgetary process at the school level and empowers the principals to work within their local community to meet the school's financial needs. Fiscal resources are supported and monitored by the district budgeting and accounting staff. The district maintains budgetary controls over the financial transactions of the district to ensure compliance federal, state and local mandates. The district utilizes a centralized position control system. The board adopts an annual staffing plan for teaching position and school personnel based on student population. Board polices are established to provide for fiscal accountability and fiscal authority regarding payroll, purchasing and vendor payment. When staff member need an item, a requisition form is imitated; reviewed and approved by the building administrator, then forwarded to the superintendent for final approval.

The system has implemented policies and procedures for the safety of students and staff. There are updated security plans and safety checks. Staff, faculty and students are familiar with the safety plans. The system developed an online maintenance and transportation work order request. This process is easy friendly, and timely. This system has been very successful to help ensure the health and safety of all students and staff. The system ensures that repairs and preventative maintenance activities are prioritized and complete in a timely manner.

Today, more than any other time in the district's history, we can boast that its technology infrastructure and equipment has advance and sufficient to accomplish our organization goals. All of the classrooms are equipped with smart boards and computers are installed in most classrooms and computer labs. Almost all of the classrooms, have been updated to meet standards classroom technology configuration designed to improve the ways student see, hear and interact with curriculum. The system developed a revised technology plan designed to bring the system into additional advanced technology over the next five years and closely aligned with the school mission and vision of the organization.

The system has a comprehensive array of support services available to students and families who attend our district. Through the district website and school handbook, parents and community can learn about a host of the support services that are available, such as Exceptional Student Services, Early Intervention Plans, Home bound Services, Homeless Education, Student Support Services, Pre- Kindergarten, Parent Involvement, Student Health Services, Alternative Behavioral Education, Guidance Counseling, College and Career Education and more.

Student Support Services are linked with the home and community through school guidance counselor, graduation coach, school nurse, parent involvement coordinator, ESOL, and teacher as advisor. Students with special needs receive services through special education department.

Primary Goals to be continued:

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- ☐ All students will be provided a quality educational experience that enhances student achievement
- ☐ Effective, highly qualified teachers, leaders, and staff will be employed in all positions.
- ☐ Support structures will be in place to enhance student's physical and emotional well-being to them achieve academic success
- ☐ Access, proficiency in use, support, and integration of technology will be increased.
- ☐ Organizational Support Services will be designed to enhance student learning: quality, low-cost food service, first class facilities, and a safe, efficient transportation system
- ☐ Effect business operations will be demonstrated by sound fiscal management

Specific areas of strength include the following:

1. All data generated is shared with staff. All certified personnel have been trained on the analysis and the use of data. At specified times throughout the year, teachers evaluate data in teams and modify curriculum and instruction as necessary.
2. Use of a variety of formal and informal assessments to monitor student progress.
3. Certified personnel have received training on data analysis.



## Using Results for Continuous Improvement

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

Overall Rating: 2.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	System and school personnel maintain and use a comprehensive assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance. The comprehensive assessment system ensures consistent measurement across classrooms, courses, educational programs and system divisions. Most assessments are proven reliable and bias free. The comprehensive assessment system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Survey results</li> <li>•Brief description of student assessment system including range of data produced from standardized and local or school assessments on student learning and school performance</li> <li>•Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	Processes and procedures for collecting, analyzing, and applying learning from data sources are documented and used by professional and support staff throughout the district. Data sources provide a picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. System and school personnel use data to design and implement improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Survey results</li> </ul>	Level 2

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

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate mixed levels of improvement, and system and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"><li>•Student surveys</li><li>•Evidence of student readiness for the next level</li><li>•Evidence of student success at the next level</li></ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	System and school leaders monitor information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Leaders communicate results to all stakeholder groups.	<ul style="list-style-type: none"><li>•Minutes of meetings regarding achievement of student learning goals</li><li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li><li>•Examples of district marketing tools and websites that cite student achievement results or that make promises regarding student achievement</li></ul>	Level 2

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

The district continuously evaluates and documents the effectiveness and impact of the strategies implemented as a result of the professional development provided to administrators and teachers. Test data, classroom observational records, student work, benchmark assessments, anecdotal records, surveys from professional opportunities, and input from teachers are used throughout the year to monitor the effectiveness of programs. Administrators and teachers meet to analyze data and engage in discussions and reflections that can result in modifications to the programs and practices. All revisions are designed to meet the needs of the students better and to increase student achievement.

The district test coordinator and the school improvement specialist as well as school level personnel provide professional development and assistance in: (a) understanding State and federal accountability; (b) administration and security of assessments; (c) understanding the purpose and uses of assessments; (d) analyzing assessment results; (e) developing high-quality classroom assessments; (f) student-level goal setting; and (g) understanding reports and aligning instruction.

The local RESA (regional educational association) and the Georgia Department of Education also provide workshops on the interpretation, analysis, and use of assessment data in guiding instruction and goal-setting. This knowledge is redelivered at the school level and used to guide classroom practice and school level goals.

Daily planning time is assigned to each teacher in the division. At the elementary and middle school levels, weekly collaboration time is utilized to ensure each teacher is cognizant of the SOL essential knowledge and vocabulary in each subject area when planning for lessons

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and/or common assessments. Similar meetings are held at the high school in content areas. Data from student assessments are also analyzed and used for planning purposes. During the planning process, teachers utilize research-based strategies for the most effective learning.

The Chattahoochee County School District enacts a comprehensive assessment system consisting of assessments that are incorporated into the learning process of all students. Assessments are: formative/summative, objective/subjective, and formal/informal. Staff members monitor and document student performance on a daily basis and analyze student data over time to improve student learning. Targeted improvements, derived from data, are incorporated into the district and school improvement plans. Data resulting from various assessments are used for, but not limited to, guiding instruction and identifying and providing remediation and intervention to students. School assessments are as follows:

- ☐ GKIDS
- ☐ DIBELS
- ☐ STAR Reading
- ☐ CRCT
- ☐ Benchmark Assessments
- ☐ OAS
- ☐ Classworks
- ☐ DIBELS
- ☐ End of Course Tests
- ☐ GSHGT
- ☐ USA Test Prep
- ☐ STAR Reading

Specific areas of strength include the following:

6. All data generated is shared with staff. All certified personnel have been trained on the analysis and the use of data. At specified times throughout the year, teachers evaluate data in teams and modify curriculum and instruction as necessary.
7. Use of a variety of formal and informal assessments to monitor student progress (Classworks, DIBELS, local benchmark assessments, OAS and USA Test Prep).
8. Certified personnel have received training on data analysis.
9. Staff is trained to analyze and use data to modify instruction.
10. Administration monitors and communicates with stakeholders about student learning.

Specific areas in need of improvement include the following:

5. The structured use of data analysis to improve student performance is not consistent throughout the district.
6. Support personnel throughout the district do not receive training regarding the analysis and the use of data.
7. Systematic processes and procedure for collecting, analyzing and applying learning from all data sources are not consistently documented and used throughout the district.
8. There are not specific policies and procedures for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level.

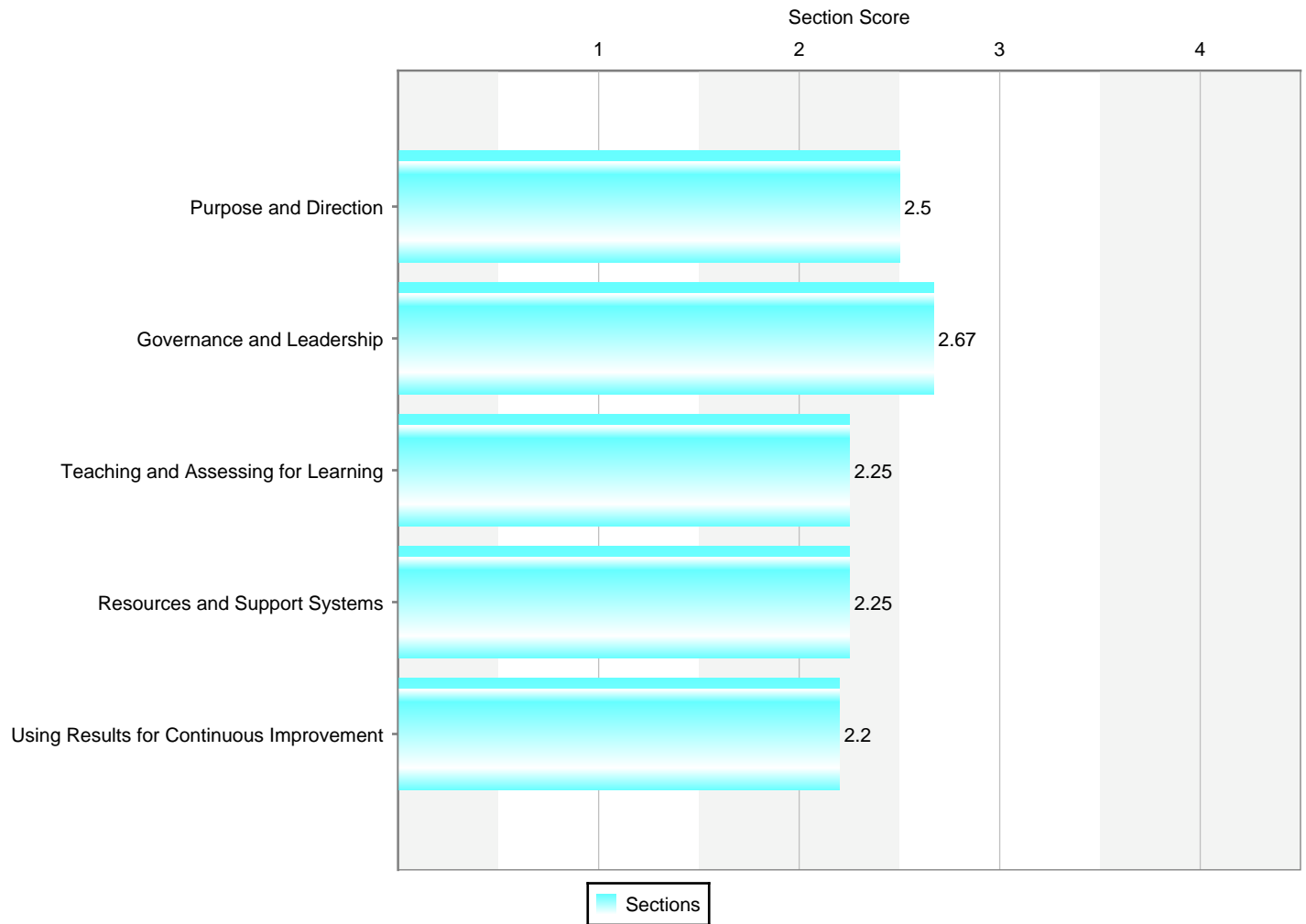
Specific strategies to improve areas of weakness include the following:

3. Train and assess all certified personnel and support staff on evaluation, interpretation and use of data.
4. Provide written policies and procedures for data collection and analysis.



## Report Summary

### Scores By Section



# Assurances Report

## AdvancED Assurances

Assurance	Certified	Comment/Attachment
The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes	
The system verifies that all institutions within its jurisdiction meet the AdvancED Standards for Schools. Attach a description of the quality assurance process used to monitor the institutions.	Yes	
The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	
The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes	<u>Attachment:</u>
The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	<u>Attachment:</u>

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<p>The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to:</p> <ul style="list-style-type: none"><li>•Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction</li><li>•Mission and purpose of the institution</li><li>•Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership</li><li>•Grade levels served by the institution</li><li>•Staffing, including administrative and other non-teaching professionals personnel</li><li>•Available facilities, including upkeep and maintenance</li><li>•Level of funding</li><li>•School day or school year</li><li>•Establishment of an additional location geographically apart from the main campus</li><li>•Student population that causes program or staffing modification(s)</li><li>•Available programs, including fine arts, practical arts and student activities</li></ul>	Yes	
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# Stakeholder Feedback Diagnostic

## **Introduction**

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

### Criteria for Assessing Stakeholder Feedback

Statement or Question	Response	Evidence	Rating
Select the rubric level obtained from the Stakeholder Feedback Worksheet.	Level 1: Minimum response rate was not met (parent survey: less than 20%, student survey(s): less than 40%, staff survey: less than 60%). Failure to follow the administration protocol.	•Evidence of survey responses	Level 1

## Areas of Notable Achievement

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

#### Elementary School

The results of the AdvancEd survey scored by parents and community members indicated the overall highest level of satisfaction was with standard 5 "Using Results for Continuous Improvement". The results of the AdvancEd survey scored by faculty members and students indicated the overall highest level of satisfaction was with standard 1 "Purpose and Direction".

#### Middle School

The areas that indicate the overall highest level of satisfaction or approval, according to stakeholder feedback provided through the online survey process, can be identified in or through all 5 standards associated with the AdvancEd accreditation process as related to the Parents and Student Surveys. Students, and Parent staff all scored from 4.17 to 4.0 indicating that the stakeholders agree with the area of Standard 3: The school has a formal structure whereby each student is well known by at least one adult in the school who supports that students' educational experience.

The areas with the highest level of satisfaction regarding Standard 5 scored 4:33 to 4.0 in that area. Qualified professional and support staff are sufficient in number in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.

Initial results from Standard 3 appear to reflect a high trend in increasing improvement in that area. Responses also demonstrated an awareness of mentoring, coaching, and induction programs that support instructional improvement consistent with the schools' values and beliefs about teaching and learning. Initial results from standard 4 appear to reflect awareness of fiscal resources and funding. Responses also indicated that the school maintains a facility that is safe, clean and healthy for all students. Standard 5 data reflects an awareness that staff members believe school personnel maintain and use an assessment system that produces from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance.

#### High School

The areas that indicate the overall highest level of satisfaction or approval, according to stakeholder feedback provided through the online survey process, can be identified in or through all 5 standards associated with the AdvancEd accreditation process as related to the Staff and Student Surveys. Student and staff all scored from 3.29 to 3.90 indicating that the stakeholders agree with the area of Standard 1: Purpose and Direction indicating that the school communicates its purpose well, commits to a culture based on shared visions, and implements a continuous improvement plan that provides clear direction.

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

#### Elementary School

The Chattahoochee County Education Center was unable to establish a trend due to a lack of previous survey data

#### Middle School

Because this is our first year in which we have been able to exercise an automated survey response system, a quantified trend cannot be

determined for indicators measured by this instrument.

### High School

Because this is the first year in which we have been able to implement an automated survey response system, a quantified trend cannot be identified for indicators measured by this tool. However, Chattahoochee County High School offers the following information regarding perceived trends toward increasing stakeholder improvement in this narrative.

Initial results from Standard 1 reflect a trend toward increasing improvement on Indicator 1.3, the school's leadership implements a continuous improvement process that provides clear direction for improving conditions that supports student learning. It appears to be an area of strength as indicated by results. Respondents also indicated that stakeholders are involved in the process and that the school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. Initial results from Standard 2 appear to reflect a trend toward increasing improvement that the school operates under the governance and leadership that supports student performance and school effectiveness. Respondents believe that the governing body of Chattahoochee County High School ensures that the policies and practices support the school's purpose, directs professional growth of the staff, and respects the autonomy of school leadership to accomplish goals for achievement. Initial results from Standard 3 appear to reflect a trend toward increasing improvement as it relates to Indicator 3.9 in that the staff acknowledged a formal structure whereby each student is well known by at least one adult advocate who supports that student's educational experience. Respondents also indicated an increasing improvement toward mentoring, coaching, and induction programs that support instructional improvement consistent with the school's values and beliefs about teaching and learning. Initial results from Standard 4 reflect a trend toward increasing improvement in the number of qualified professional and support staff at

Chattahoochee County High School. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school. Respondents also indicated that the school maintains a facility that is safe, clean, and healthy for all students and staff. Initial results from Standard 5 appear to reflect a trend toward increasing improvement on Indicator 5.1 in that staff members believe school personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. Respondents also indicated the Chattahoochee County High

School engages in a continuous process to determine verifiable improvement in student learning and success at the next level.

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

#### Elementary

The Chattahoochee County Education Center was unable to establish a trend due to a lack of previous survey data.

#### Middle

Because this is our first year in which we have been able to exercise an automated survey response system, a quantified trend cannot be determined for indicators measured by this instrument.

#### High School

The reported findings appear to be consistent with other stakeholder feedback sources to include the Georgia Teacher Evaluation Program (Indicator 3.3), Mentor Program (Indicator 3.7), Teachers-As-Advisors (Indicator 3.9), sufficient number of qualified personnel employed (Indicator 4.1), and maintenance staff schedules (Indicator 4.3).

## Areas in Need of Improvement

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

#### Elementary School

The results of the AdvancEd survey scored by parents and community members indicated the overall lowest level of satisfaction was with standard 2 "Governance and Leadership". The results of the AdvancEd survey scored by faculty members indicated the overall lowest level of satisfaction was with standard 3 "Teaching and Assessing for Learning". The results of the AdvancEd survey scored by students indicated the overall lowest level of satisfaction was with standard 2 "Governance and Leadership".

#### Middle School

The lowest area is standard 3. Areas of concern were as follows:

3.5-Teachers participate in collaborative learning communities to improve instruction and students learning.

3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning process.

3.10 Grading and reporting are based on clearly defined criteria that represents the attainment of content knowledge and skills and are consistent across grade levels and courses.

3.12 The school provides and coordinates learning support services to meet the unique learning needs of students

#### High School

According to stakeholder survey results, Chattahoochee County High School stakeholders' lowest levels of approval come from parent feedback. Chattahoochee County High School parents gave the school its lowest scores regarding levels of satisfaction in Standard 1, Indicator 1.1 as it pertains to the communication of the school purpose for student success.

The lowest levels of approval from stakeholder survey regarding Standard 2 were from parent responders. Indicators ratings ranged from 2.39 to 2.89 with the lowest level of satisfaction on indicators 2.4 and 2.5 regarding school leadership and engagement of stakeholders.

The indicator in Standard 3 in which stakeholders indicated the lowest levels of satisfaction was Indicator 3.8 regarding the school's ability to engage families in meaningful ways in their children's education. While the score from staff and students are adequate, parent responses are below acceptable levels. Indicator 3.8 received the lowest levels of satisfaction from all three stakeholder groups. Parents also rated Chattahoochee County High School low in Indicator 3.10 regarding consistent use of common grading and reporting based on clearly defined criteria that represent the attainment of content knowledge and skills.

Both students and parents' respondents scored Chattahoochee County High School at lowest levels of satisfaction concerning Indicator 4.3 under Standard 4. It was discovered from the open-ended responses that parents and students are concerned with student safety regarding disciplinary problems and the physical appearance of the water to include malodor.

The indicator in Standard 5 which stakeholders indicated the lowest levels of satisfaction were Indicators 5.4 and 5.5 regarding verifiable improvement in student learning, including readiness for and success at the next level. The indicators also address communicating

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comprehensive information about student learning to stakeholders. Chattahoochee County High School needs to find meaningful ways to communicate with parents concerning student readiness and achievement of school improvement goals.

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

#### Elementary School

The Chattahoochee County Education Center was unable to establish a trend due to a lack of previous survey data.

#### Middle School

No trends toward decreasing levels of satisfaction are indicated from the survey results.

#### High School

No trends toward decreasing levels of satisfaction are indicated from the survey results.

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

#### Elementary School

The Chattahoochee County Education Center was unable to establish a trend due to a lack of previous survey data. As a result, a consistent routine for administering surveys will be established to increase stakeholder participation and feedback.

#### Middle School

Based on the survey results and evidence collected during this review process, teachers participate in collaborative learning communities to improve instruction and student learning. The school provides and coordinates learning support services to meet the unique learning needs of students. Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. We will continue to improve our efforts and collaborate more aggressively with our stakeholders. We are proud of our relationship with the stakeholders and each other. We will continue to enhance our communication with our stakeholders.

#### High School

Based on the survey results and evidence collected during this review process, Chattahoochee County High School should make plans to improve in the following indicators: 1.1, 1.2, 2.4, 2.5, 3.8, 3.10, 5.4 and 5.5. To improve our stakeholder responses in Indicators 1.1 and 1.2, Chattahoochee County High School will work to communicate better the shared values and beliefs about teaching and learning to parents. Faculty and staff will be encouraged to implement the use of the school's vision statement on all outgoing correspondences to include emails, class syllabus, report cards, and newsletters to our stakeholders, particularly the parents. In addition to our programs for honor level students, Chattahoochee County High School will adopt a more rigorous academic schedule for 2013-14 school years to include AP classes in Biology and Literature.

To improve all indicators regarding Standard 2, Chattahoochee County High School plans to increase parental involvement and effectively engaged stakeholders in support of the school's purpose and direction. Plans are to establish a parent council. This council would meet regularly to consider improvements to our school and policy revisions based on stakeholder input. Chattahoochee County High School Student Government Association will also become formally engaged as a body in the school improvement process. This process would

engage students as a means to increase their understanding of policies and procedures of Chattahoochee County High School.

To improve indicators as cited in Standard 3, Chattahoochee County High School will incite ways to engage families in meaningful ways by implementing the parent council. Routinely planned activities will be reviewed to determine effective means of communication to stakeholders. Chattahoochee County High School will also consult with student organizations to encourage their families to become involved or attend.

To improve Indicator 4.3, Chattahoochee County High School will collaboratively form, distribute, and apply a set of expectations that addresses student safety and school facilities. School administration will also work with teachers and students to communicate the issue about the water (high sulfur content) and student disciplinary procedures.

Plans for improvements associated with Standard 5 begin with the establishment of a parent council to allow for increased communication with all stakeholders as outlined in Indicator 5.5. Regular meeting with the council will allow for numerous opportunities for school staff to communicate student achievement results and contribute to the school improvement process as outlined in Indicator 5.4.

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

#### Elementary School

The Chattahoochee County Education Center was unable to establish a trend due to a lack of previous survey data. As a result, a consistent routine for administering surveys will be established to increase stakeholder participation and feedback.

#### Middle School

Profile of GAPPS Analysis, 2007, 1.1, 3.2, can be all correlated to the CCS priority survey statement of the GAPPS Analysis, 2010. Stakeholders agreed that our school culture reflects atmosphere of trust and openness among all stakeholders.

#### High School

Indicators 1.1, 1.2, 3.8, 4.3, 5.5 can all be correlated to the CSS priority survey statement of the GAPSS Analysis, 2010. Questions related to stakeholders' participation scored at or below 50%. For example, only 50% of the participants agreed that our school culture reflects an atmosphere of trust and openness among all stakeholders and only 43% agreed that opportunities exists for parents to participate in school governance, decision-making, and problem solving.



# **Student Performance Diagnostic**

## **Introduction**

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

### Assessment Scores

Label	Question	Value
<b>1. Quality Score</b>	Enter the average assessment quality score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	3.9200000762939453

Label	Question	Value
<b>2. Alignment Score</b>	Enter the average assessment alignment score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	3.9200000762939453

Label	Question	Value
<b>3. Disaggregation/Analysis Score</b>	Enter the average disaggregation/analysis score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below ).	3.9200000762939453

Label	Question	Value
<b>4. Student Results Status Score</b>	Enter the average student results status score from the Student Performance Worksheet.	16.0

Label	Question	Value
<b>5. Improvement Score</b>	Enter the average improvement score from the Student Performance Worksheet.	4.0

Label	Question	Value
<b>6. Overall Student Performance Score</b>	Enter the average overall student performance score from the Student Performance Worksheet.	31.760000228881836

## Areas of Notable Achievement

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

#### Elementary

Areas in which the Chattahoochee County Education Center exceeded expected levels of performance were determined utilizing the AdvancEd Student Performance Worksheet. After analyzing the data, 3rd and 5th grade students demonstrated increased improvement in the areas of Reading, English/Language Arts, Math, Science and Social Studies. Students meeting or exceeding the standards on the Reading/ Language Arts portion of the CRCT in grades 3rd-5th increased from 87% in the 2010-2011 school year to 91% in the 2011-2012 school year. Students meeting or exceeding the standards on the Math portion of the CRCT in grades 3rd-5th increased from 75% in the 2010-2011 school year to 79% in the 2011-2012 school year. Students meeting or exceeding the standards on the Science portion of the CRCT in grades 3rd-5th increased from 79% in the 2010-2011 school year to 80% in the 2011-2012 school year.

#### Middle

As reflected in the state of Georgia's Adequate Yearly Progress (AYP) reporting, Chattahoochee County Middle School met AYP and criteria in 7 out of 7 areas set by the state for accountability reporting. Per Georgia Department of Education, The Governor's Office of Student Achievement (GOSA) awards those schools with the highest percentage of students meeting and exceeding standards and those with the greatest gain in percentage of students meeting and exceeding standards. Along with the AVID program, CCMS implemented a Career Education class. Areas in which CCMS students exceeded expected levels of performance were determined utilizing the school improvement plan developed in 2008-2012. In the area of ELA, Math, Science and Social Studies for 6th grade students, the weighted mean increased between 5-15%. In the areas of Math 8th grade students increased 0.7% from the previous years. In areas of ELA, 8th grade students exceeded by 12% percent. On the 8th grade writing test, the pass rate of students significantly increased by 23%. The 2008-2012 academic goals were achieved. The student performance worksheet significantly validated our test scores and clearly showed improvement in almost all academic areas. CCMS received the state's award of "High- Progress Title I Schools", which acknowledge the schools achievement of making progress in overall testing scores over the past three years. Our principal formed a leadership team two years ago, which began the process of moving towards the new Common Core Standards. In preparation for the upcoming CCRPI, our school instituted the Avid program which serves as a college readiness program.

#### High School

As reflected in the state of Georgia's Adequate Yearly Progress (AYP) reporting, Chattahoochee County High School met AYP and criteria in 7 out of 7 areas set by the state for accountability reporting. Also, as stated on the Georgia Department of Education, The Governor's Office of Student Achievement (GOSA) awards those schools with the Highest Percentage of Students Meeting and Exceeding Standards and those with the Greatest Gain in Percentage of Students Meeting and Exceeding Standards. Although not reflected on the student performance diagnostic, 90.43% of 11th grade, English/Language Arts met or exceeded standards. According to the Georgia Department of Education, each school must have a 95% participation rate. Chattahoochee County High School exceeded the rate in 2011 by 3.8% with a participation rate of 98.8%. The student performance worksheet indicated one area of improvement when test scores were compared from the baseline administration in spring of 2011 and the most recent administration in spring of 2012. This area was in the Biology End of Course Test with an overall student improvement score of 0.16.

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

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### Elementary School

Since 2009, the Chattahoochee County Education Center has shown a consistent increase of students meeting and exceeding the standards on the Reading/Language Arts portion of the CRCT. Students meeting or exceeding the standards on the Reading/ Language Arts portion of the CRCT in grades 3rd-5th was 91%.

### Middle School

Every academic discipline at Chattahoochee County Middle School( CCMS) has exhibited a positive trend in at least one area and /or grade level. From 2008 to 2012, scores in language arts and reading increased in the area of meets and exceeds. Eighty percent of 6th grade students passed the reading test. Eighth graders who exceeded in reading improved by 15 percent from 2008-2012. Students in all grade levels in English/Language Arts and Science increased their pass rate over a five year period. Eight grade math students continued to increase from 2008-2012. The student performance worksheet indicates that the proficiency level for the math and ELA portion of the Georgia CRCT show great improvement overall.

### High School

Several areas indicated a positive trend in performance as illustrated on the student performance worksheet. The core areas were biology, math I, social studies, and math II. These overall student improvement scores are 0.16, 0.01, 0.14 and 0.04 as calculated by the student performance worksheet

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

#### Elementary School

The Reading/Language Arts area had the highest overall performance. Students meeting or exceeding the standards on the Reading/Language Arts portion of the CRCT in grades 3rd-5th was 91%.

#### Middle School

Areas of overall highest performance for CCMS from 2008-2012 are 8th grade social studies and Language Arts and 6th grade Language Arts and math.

#### High School

The student performance worksheet indicates that the proficiency level for the portion of the Georgia EOCT Biology exam shows the greatest overall performance of any of the other core areas.

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

#### Elementary School

The subgroup of students with disabilities has shown a trend of increasing performance in Math and Reading/Language Arts by increasing the percentage of students in met category. Students with disabilities meeting the standard on the Reading/Language Arts portion of the CRCT in grades 3rd-5th increased from 55% in the 2010-2011 school year to 84% in the 2011-2012 school year. Students with disabilities meeting the standards on the Math portion of the CRCT in grades 3rd-5th increased from 52% in the 2010-2011 school year to 56% in the 2011-2012 school year.

#### Middle School

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Based on the comparison of the disaggregated data on 2010-2011 report cards, there was an increase in proficiency for the subgroup of African-American students in the area of Language Arts and Reading. In 2010, a continued trend existed. Black males showed a 10% increase in their pass rate; females showed a 15% increase in pass rate.

### High School

Based on the comparison of the disaggregated data on the 2010-11 Report Card for Chattahoochee County High School for test administration of 2008-2011, there was an increase in proficiency percentage performance for subgroup of Black students in the area of GHSGT Science. Black males showed a 23.01% increase in their pass rate over a three-year period; females showed a 19.7% increase in their pass rate over a three-year period.

Also indicated on the School Report of EOCT scores for 2008-2011, there was a 35.08% increase for black students in the core area of Ninth Grade Literature and an 11.27% increase in the pass rate for black students in the core area of American Literature. Additionally, Hispanic students in the core area of GHSGT English/Language Arts for the years, 2009-2011 reflected an impressive increase in their passage rate of 26.03%.

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

#### Elementary School

The achievement gap is closing between Caucasian and African American students in Reading/Language Arts. In 2012, the African American subgroup had 6.25% does not meet, while the Caucasian subgroup had 10.2%. In all content areas, the achievement gap between the male and female subgroups has decreased steadily over the past few years, with the female subgroup subsequently surpassing the male subgroup in overall performance. In the area of Reading/Language Arts, the female subgroup has demonstrated a significant

#### Middle School

The data included in the CCMS school improvement plan recognizes the achievement gaps between specific subgroups. The African American and Caucasian achievement gap has narrowed from 2011-2012. Another achievement gap that has decreased from 2010-2011 is between students with disabilities and all students.

#### High School

According to the 2010-11 School Report Card for Chattahoochee County High School, the achievement gap is closing between subgroup identified as black students and subgroup identified as white students as related to the End of Course Test in Ninth Grade Literature. In 2008-09, the gap between these two groups was 20.5%. In the 2010-11 school year, the gap between these subgroups closed to 7% percent.

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

#### Elementary School

The overall highest performance has continued to be the area of Reading/Language Arts as proven by CRCT results as well as local benchmark results.

#### Middle School

All of the reported findings listed in the student performance diagnostic report are consistent with many data sources. Some of the data sources used to compare findings included the AdvancEd student performance worksheet, the Statewide Longitudinal Data system, Criterion

Referenced Competency Test (CRCT) and the School Improvement Plan.

#### High School

The only state or system provided disaggregated data available to Chattahoochee County High School for the current year and previous years are data drawn from the Georgia High School Graduation exams and End of Course Tests. No other state or system level data is available. However, SAT college readiness data is provided to Chattahoochee County High School annually. SAT college readiness data indicates that the achievement gap is closing between subgroups identified as black students and as white students. For black students on the SAT from 2009-11, there was a 4.4% increase in the math portion of the SAT and white students reported a .86% increase. On the verbal portion, for black students, 9.32% increase and while white students showed a decrease of 8.42%. In writing, black students showed a 3.1% increase and white students showed a 1.88% increase.

## Areas in Need of Improvement

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

#### Elementary School

The areas of math and social studies were below the expected level of performance in 2012 because of the percentage of students that failed to meet the standard. 21.7% of all students did not meet the standard in math. 19% of all students did not meet the standard in social studies.

#### Middle School

Areas below the expected levels for CCMS are Science and Social Studies.

#### High School

For the school year 2010-11, first time test-takers in the 11th graders began the school year at 91% proficiency in English/Language Arts, 75% proficiency in Mathematics, 90% proficiency in Science and 68% proficiency in Social Studies. Using the data from the GHSGT, areas below the expected levels of performance are Social Studies and Mathematics. According to the student performance worksheet, the areas below the expected levels of performance are EOCT US History, EOCT Ninth Grade Literature, EOCT American Literature, EOCT Economics and EOCT Physical Science.

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

#### Elementary School

Students meeting or exceeding the standards on the Social Studies portion of the CRCT in grades 3rd-5th decreased from 88% in the 2010-2011 school year to 82% in the 2011-2012 school year.

#### Middle School

Areas that show a negative trend in performance for CCMS are Social Studies and Science.

#### High School

As outlined on the Student Performance Worksheet, EOCT Physical Science, EOCT Ninth Grade Literature, EOCT Economics, EOCT US History and EOCT American Literature reflect a retrograde in improvement scores from SY 2009-2010 baseline administration to the SY 2011-12 most recent administration. Improvements scores indicate that EOCT Ninth Grade Literature has the greatest negative trend at -0.13.

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

#### Elementary School

Math and Social Studies are areas of overall lowest performance for the Chattahoochee County Education Center. 21.7% of all students did not meet the standard in math and 18.9 did not meet the standard in Social Studies.



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### Middle School

Overall lowest performance areas for CCMS is 7th grade math.

### High School

The Student Performance Worksheet indicates that the EOCT Ninth Grade Literature has suffered the overall lowest performance with a decrease in the weighted mean of the baseline administration at 2.52 to the most recent administration weighted mean at 2.39. Most of the decline in this area is reflected by the decrease in students scoring at levels 2 and 3 on the End of Course Test for Ninth Grade Literature.

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

#### Elementary School

No particular subgroup demonstrates a trend of decreasing performance. The subgroups are consistently demonstrating increased progress.

#### Middle School

Subgroups for CCMS that show a trend toward decrease is 7th grade social studies.

#### High School

Based on the comparison of disaggregated data reported on the School Report Card for Chattahoochee County High School, School Year 2010-11, black students and hispanic students show a trend toward decreasing performance in EOCT Physical Science. Black students showed a deficiency of 15.62% and hispanic students showed a deficiency of 58.3%.

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

#### Elementary School

There is no particular subgroup whose achievement gap has widened.

#### Middle School

Based on the analysis of disaggregated data there were not any subgroups that demonstrated an achievement gap increase.

#### High School

According to the 2010-11 Report Card for Chattahoochee County High School, the achievement gap between white students and hispanic students was greatest in Mathematics I. There was a 74.28% achievement gap in Mathematics I for the school year 2010-11 between the two subgroups. Also the subgroups of black students and white students showed an achievement gap becoming greater for Mathematics II with a percentage of 69.26%.

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

#### Elementary School

All of the reported findings listed in the student performance diagnostic report are consistent with many data sources. Some of the data sources used to compare findings included the SACS student performance worksheet, the Statewide Longitudinal Data system, Criterion Referenced competency Test (CRCT) results, benchmark results and the School Improvement Plan.

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### Middle School

All of the reported findings listed in the student performance diagnostic report are consistent with many data sources. Some of the data sources used to compare findings included the AdvancEd student performance worksheet, the Statewide Longitudinal Data system, Criterion Referenced Competency Test (CRCT) and the School Improvement Plan.

### High School

Based on the School Report Card SAT Math scores for the subgroups white students and black students for 2009-2011, white students outscored black students by 17.88%.