Accreditation Report

Clinch 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?

Clinch County School System is located in the third largest county (809.4 square miles) in the State of Georgia, but the county is sparsely populated and ranked 147th among Georgia counties with a population of 6,798 based on the 2010 census. The population of Clinch County in 2012 was 6,718 indicating a 1.2% decrease in population from 2010.

Situated in the southeastern corner of the state, Clinch County became the 94th Georgia county (1850) and was named for General Duncan Lamont Clinch, who served in the War of 1812, defeated Seminole Indian Chief Osceola in Florida, and later served in the U.S. Congress.

Clinch County is home to four incorporated towns - Argyle (est. 1885), Dupont (est.1858), Fargo (est. 1898), and Homerville (est. 1869), the county seat. Throughout the last century, the economy of Clinch County has been influenced by the turpentine industry, the timber industry, the honey industry, and tourism. Economic growth, including an engineering firm, a plastics manufacturing company, and a fast growing blueberry industry- one of the largest in the state of Georgia, has added to the employment already available at the largest employer in the county, B-Way, which opened in 1957.

According to the 2012 census estimate, 69.7% of the residents were white, 27.9% were black, and 3.6% were Hispanic. The median household income from 2007-11 was $33,143 with 27.9% of residents below the poverty level. The average state median income during this timeframe was $49,736 with 16.5% of state residents living below the poverty level.

The Clinch County Board of Education consists of five elected members certified by the Georgia School Board Association. They meet the second Thursday of every month and at called board meetings as needed. The experience of our Board members ranges from newly elected to 24 years. The Board members come from diverse backgrounds that include farming, retired educator, doctor, law enforcement, and manufacturing. Our superintendent, Dr. Donna Ryan, is new to her position and began her duties effective July 1, 2013.

Clinch County School System serves approximately 1320 students at one of three facilities: Clinch County High School (grades 8-12), Clinch County Middle School (grades 5-7), Clinch County Elementary School (grades K- 4). Clinch County Elementary School(CCES) and Clinch County Middle School(CCMS) are located in the same building and share several facilities including computer labs, media center, gymnasium, and cafeteria. Our Pre-K and Head Start programs are also housed at this facility.

The student population in Clinch is stable to slightly decreasing. Based on a Department of Education five-year student population trend, the Clinch County School System is projected to lose 11 FTE's per year. The Clinch County School System had 1302 FTE's in 2011-12 and is projected to have 1,247 in 2016-17.

The CCSS employs 109 certified teachers and administrators and 83 classified personnel. All teachers and paraprofessional are highly qualified with all teachers teaching in their fields of certification. The certified staff consists of 5% Black and 95% White, while 23% are male and 77% are female. The classified staff consists of 20% Black, 76% White, and 4% multiracial. The classified staff is 17% male and 83% female.

The Clinch County School System has endured many financial challenges over the past five years due to reductions in state and federal funds. Over the past five years, the CCSS has lost $4,196,343 in Austerity Cuts that were taken from QBE money that we earned to educate our children. Also, in FY 10, the CCSS received $505,778 dollars from the state in an Equalization Grant. These funds have been reduced dramatically over the past five years and in FY14 the CCSD received $0 from the state from the Equalization Grant.

To meet these financial challenges, the CCSS has reduced personnel from 220 in 2005 to 191 in 2014. Fortunately, the CCSS has not had to implement our Reduction in Force policy. As teachers and staff have retired throughout the system, their positions have not been replaced. Also, the CCSS has tried to maximize our classified personnel to the greatest possible extent. For example, we have paraprofessionals and custodians who also serve as bus drivers. In addition, we have maximized the utilization of SPLOST and E-rate monies for our facilities and technology while trying to minimize fuel and energy costs. Two facilities, the Fargo Campus of Clinch County Elementary School and the Clinch County Educational Complex have been closed. Field trips have been reduced. All teachers and staff have been furloughed three days for the FY14 school years. These furlough days were taken during teacher in-service and no instructional days were impacted.

As with most rural schools systems, the schools serve as the "hub" for the community. The Clinch County community is very interested and involved in school activities. Student scholarships are provided, honors and athletic recognition ceremonies are sponsored and athletic and band booster clubs are active. Most stakeholders are supportive of school system initiatives and trust the administrators and faculty when making educational decisions. The residents of Clinch County supported the last Educational Special Purpose Local Options Sales Tax (ESPLOST) by almost 90% voter approval.

System's Purpose

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

Mission:

To engage students in the pursuit of a quality education, in a safe and clean environment,with available resources.

Vision:

Our vision for Clinch County Schools is to reach and maintain a high school graduation rate of at least 90%, and to rank in the top l0% of school systems in Georgia

We will accomplish this vision by setting high expectations for students, staff, and parents; by improving perceptions of the value of education; and by improving parent involvement. We will provide multiple safety nets and support, remediation and enrichment, strong accountability systems, and alignment from the board room to the classroom - Pre-K to 12.

Beliefs:

. We believe all children can learn.
. We believe all students are unique and valued individuals and learn in different ways.
. We believe in creating high expectations for all and in helping students become
  responsible for their learning.
. We believe students learn best in a safe, caring and well-maintained leaning
  environment; no individual has the right to disrupt the learning environment.
. We believe in equipping students for the future workforce through technology enhanced
  learning.
. We believe students engaged in school activities enjoy a more successful educational
  experience.
. We believe continuous and balanced formative assessment and analysis of performance
  data provides for increased learning.
. We believe prompt and regular attendance by students and teachers leads to improved
  performance.
. We believe lifelong professional learning for all staff and team-based collaboration
  efforts lead to higher organizational performance.
. We believe in effective communications internally and externally.
. We believe in the personal accountability of all stakeholders in learning - students,
  teachers, parents, community.
. We believe successful school experiences are predictors of successful life experiences.

Our Mission, Vision, and Belief Statements were established on August 23, 2007. The previous year a system team of administrators, service personnel, and teachers attended Georgia's Leadership Institute for School Improvement (GLISI). The goal of the Clinch team was to learn and bring home ideas and approaches that would drive systemic change for improved student achievement and student performance. The team studied input from various stakeholders (i.e- faculty, students, staff, and community) in the development of the system mission, vision and beliefs. Upon review, discussion and editing of the gathered data, the team and the Board of Education, along with the guidance of a GLISI consultant then drafted the final product for approval by the Clinch County Board of Education.

Since the revision and adoption of the Clinch County School System's mission, vision, and beliefs in 2007, they have guided instruction, curriculum, professional learning, and facility/environment improvements throughout the system. They are embedded in the agendas of meetings, in system handbooks, and provide the focus for Board of Education and School Leadership Team Meetings. The system mission, vision and beliefs reflect the best practices of teaching and learning.

To achieve our vision and system goals, the collaborative process is vital. Collaborative planning is the key element in putting together the Comprehensive LEA Improvement Plan (CLIP) which drives the systemic effort for continuous improvement. Prior to the preparation of the CLIP, numerous forms of needs assessments (i.e student test data, graduation rate, AYP/CCRPI status, attendance and discipline data, and teacher and administrative needs data) are studied in relation to system vision, goals, and needs. Determinations are then made in regards to which funding sources and human resources are available to meet our system vision and specific needs. State, local, and federal monies are combined to target achievement and student performance.

The CCSS has positive expectations for all of its students. Through our mission, vision and beliefs, students are aware that the system expects their best and will not lower its expectations for anyone. If students are experiencing difficulty, the schools have interventions in place that provide the students with extra time and support as needed to help them be successful. Some of the extra time and support is provided during the school day with innovative scheduling while other interventions take place after school. The CCSS expects for all of its students to be prepared for the ever-changing challenges of the twenty-first century. To meet this expectation, the CCSS offers a variety of programs to meet the needs of its students in addition to the intervention programs. These programs include band, gifted, Career, Technical, and Agriculture Education, Advanced Placement, dual enrollment, and ACCEL programs along with co-curricular club and many extracurricular activities.

The CCSS works diligently to strengthen the partnership between school and home. The system believes that communication with parents and community is vital to systemic improvement efforts. School committees and School Councils have parent and community members as representatives to ensure that these stakeholders have opportunities to express concerns and offer suggestions. Open House is held prior to the beginning of each year by the schools. Honor programs, school plays, Athletic Banquets, and many other functions are held and with parent attendance encouraged. The Title I Program has a Parent Involvement Coordinator who hosts parent involvement workshops and meetings throughout the year to provide support for students and parents.

Providing a safe learning environment is of utmost importance to the CCSS. Approximately 150 surveillance cameras are utilized at the schools. A Georgia Emergency Management Consultant is utilized to ensure that all of the system's protocols and safety drills are performed routinely and correctly. All schools have a secure visitor entrance. Signs are posted, directing visitors to these entrance areas. Once in the office, visitors must state the nature of their business and will be asked for identification if they are not known by the office staff. The CCSS has one full-time Resource Officer who is shared by all schools and is housed at Clinch County High School.

The Clinch County School System has set high expectations for students, staff, and parents. The foundation of the Clinch County School System is the strong vision, mission, and beliefs created by all stakeholders. The mission and vision are further clarified by the system's

twelve belief statements which provide for a solid foundation of excellence for all students in the Clinch County School System.

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 CCSS is proud of its rich heritage and successes in and outside of the classroom. Our schools have been recognized throughout the state for academic excellence and our extracurricular programs have excelled locally and at the state level. While we have had many notable achievements over the past three years, our most notable achievement has been the successful operation of the CCSS in spite of drastically difficult economic times.

Over the past three years, the CCSS has lost $2,814,434 in Austerity Cuts that were taken from QBE money that we earned to educate our children. Also, in FY 10, the CCSS received $505,778 dollars from the state in an Equalization Grant. These funds have been reduced dramatically over the past five years and in FY14 the CCSS received $0 from the state from the Equalization Grant.

Despite these and many others cuts in funding, the CCSS has been able to maintain a quality educational program and, in fact, increase the academic achievement of our students in many areas. Also, we have made many improvements to our facilities and have funded essential educational resource requests from our schools. During the last three years, the CCSS has only had to furlough teachers one time, this year, for a total of three days. These furlough days were taken during in-service days and student instructional days and time were not impacted.

Over the past three years, the CCSS was one of the few systems in the state of Georgia to have all schools make AYP in the same year (2009-10 and 2010-11). Also, the graduation rate has exceeded the state average during these times.

In addition, our schools have received many prestigious honors from the Georgia Department of Education.

CCHS
-Received 2010 Gold Award from Governor's Office of Student Achievement for making the "greatest gain in meeting and exceeding standards"

-2013 CCRPI High School Score - 1st in RESA district and 16th in State of Georgia

- Spring 2013 EOCT Coordinate Algebra Scores: Ranked 7 out of 181 Systems for highest pass
 rate.

CCMS
-2012 Silver Award for Most Overall Gains - This honor was awarded by the Governor's Office
 of Student Achievement.

-2013 SSTAGE Award Winning School- CCMS was given this honor from the Student Support
Team Association for Georgia Educators (SSTAGE) for promising practices in Response to
 Intervention (RTI), Pyramid of Interventions, and Student Support Teams (SST).

-2013 Title One Highest Progress Reward School - CCMS was named a "Highest Progress Reward School" by the Governor's Office of

Student Achievement. To receive this award, CCMS met the following criteria: The school is among the highest 10% of Title I schools in academic progress of "all students" on the CRCT and the school is not classified as either Priority or Focus.

CCES

-Received 2006 Bronze Award from Governor's Office of Student Achievement for making the "greatest gain in meeting and exceeding standards."

-Title I Distinguished School from 2006-2010

-Made AYP for eight consecutive years

While the CCSS has many notable achievements during the last three years, our most outstanding achievement is the development of a culture in all schools that prides itself on building relationships with all students. A culture exists at all schools where students are valued and expected to achieve. The CCSS schools do not accept excuses. If students are not succeeding, interventions which give the students additional time and support are implemented in order to help them be successful. These Response to Intervention Programs (RTI) are essential to academic success that all of our schools have achieved. Our schools have presented at state-wide workshops and many schools throughout the state have visited or called for information about our RTI Programs.

The CCSS is constantly evaluating both formally and informally all facets of our school system and looking for specific areas of improvement. Schools are constantly looking at ways to increase our state-mandated test scores. School improvements teams study these scores looking for strengths, weakness and gaps in sub-group performance. Target areas of improvement are identified and plans are developed to improve these areas. We are not satisfied with our past achievements and are always looking at ways of improving the academic achievement of our students.

Also, to increase our student achievement, we need to increase our parental involvement. We have many parents who are actively involved in their child's education and attend school-parent meetings and workshops. However, the CCSS knows that there is a direct correlation between parent involvement and student success; therefore, we are always looking at ways to more actively engage parents in the educational process of our system. We believe that having all parents engaged in the education of their children will promote our mission, visions, and beliefs for the CCSS and create a sense of excitement and ownership for our parents.

A top priority of the new CCSS superintendent is to develop a comprehensive Strategic Plan for the system. Having a comprehensive strategic plan with input from all stakeholders for the CCSS is needed and will provide the catalyst to transform the CCSS from good to great!

Additional Information

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

Schools in the CCSS, in an effort to encourage, promote, and recognize student success and increase parental involvement have implemented many activities, programs, and celebrations for students, parents, and the community into each school year that make each year more successful and memorable for everyone. A few are listed below:

CCHS

1. Academic Honors Banquet: Students and parents are invited to a banquet where medals, certificates, and recognitions are awarded to students who have the highest GPA in subject courses, have participated in Literary Events, and have enrolled in AP courses. The night culminates with the announcement of Senior Valedictorian, Salutatorian, Honor Graduates, and Senior Scholarships. Our current principal (then assistant principal) initiated this Honors Banquet in the Spring of 2007.

2. No Deal or Deal: Each semester, students who have only one absence, no tardies, and no discipline over a 45 day period participate in a game-show where the contestant has a chance to win $1000 and all eligible students can win door-prizes such as sporting event passes,yearbooks, gifts and gift certificates from local businesses, and cash prizes. During Fall 2013, CCHS has the highest number of eligible students ever; more than 50% of students were eligible.

3. Passing the CRCT: Students who pass all parts of the CRCT are given a field day/cookout or pizza party incentive in May.

4. Passing the EOCT: Students who pass an EOCT are entered into a drawing for an iPad; students who exceed are entered twice.

5. AP Trip/Incentive: To encourage students to enroll in more rigorous classes, all students who complete an Advanced Placement class are recognized with an incentive. Past incentives have included a trip to an Atlanta Braves game, a bowling trip, a movie theatre day, a field fun day, etc.

6. AP Junior Trip: All Juniors currently or previously enrolled in AP classes are given the opportunity to take an overnight field trip to visit the University of Georgia campus in Athens.

7. Final Exemptions: Students who are passing their classes and have three or fewer absences in a class may be eligible to exempt their finals (except for EOCTs).

8. Perfect Attendance: Students who are passing all of their classes and have perfect attendance in every class, every block, are eligible to miss the three days prior to finals, as well as the final days.

9. Powerschool (All Schools): Parents and students have access to grades, assignments, and attendance 24/7 through their online PowerSchool accounts.

10. Weekly Progress Reports: Students are given a "mini-report card" each week in homeroom.

11. Three-Week Report Cards: Students are given progress reports every three weeks in homeroom.

12. 8th Grade Orientation: Parents & Students are invited to an orientation meeting before school begins to meet faculty and staff. They go through a "mock schedule" where they visit each class in the order of the students' schedules.

13. Parent Conferences: System-wide parent conferences are scheduled at mid-term each semester.

14. Parent Meetings: The graduation coach schedules parent meetings for students in the intervention period for more than three weeks.

15. Apply to College Day: College representatives from across the state visit the school on a day in November to meet with seniors and work on their gacollege411.org college accounts. (College Reps and military recruiters also make frequent lunchroom visits throughout the year.)

16. Financial Aid Assistance: A representative from Concerted Services visits the guidance office twice a month to meet with parents and students to assist in the FASFA applications.

17. Parent Nights: As needed (Registration, Prom, Senior Events, Accel Program, Etc.)
- Homecoming Festivities & Competitions - Students and Parents come together to build floats, participate in theme days, and build school pride!

CCES/CCMS

1. Open House: At the beginning of each year and once per quarter, parents are invited to the school to meet the teachers and discuss student progress.

2. Family Reading Nights: Every month, parents are students are invited to the school library after school for snacks, to read together, and participate in the Accelerated Reader program. The library offers 2 sessions on this night to allow working parents to choose the best time for them.

3. Monthly Parent Workshops: Parents are invited to the school for workshops on the math and reading curriculum, PowerSchool program, and for parent feedback nights. Parents are invited anytime to our Parent Resource Center to check out the resources that are available to them.

4. After-School Tutoring Programs: These programs for math and reading begin the second semester of each year. They are offered to students who are identified through testing and classroom performance. Students who complete the program successfully with perfect attendance or no unexcused absences attend a field trip at the end of second semester.

5. 7th Grade Mentoring Programs: The "Bell's Boys" mentoring program was designed by one of the Clinch Middle teachers, Jason Bell. This program offers grade repair, guest speakers, field trips, and general encouragement to boys in the 7th grade who may be at risk of failing or need a boost of confidence. The program has seen much success in the past years by bringing students from failing to succeeding. It has also played a major role in lowering discipline referrals. In 2013, CCMS began offering the girls a similar program for girls called "Crystal's Chicks."

6. Accelerated Reader Walk of Fame: At the end of each year, students who earn 100+ points in the Accelerated Reader program are given

a T-shirt and parade around the school as students, parents, and community members cheer.

7. Behavior Incentives: At the end of each quarter, each grade level has an incentive party for students who meet the behavior requirements in the student handbook.

8. Clubs: Students have the opportunity to participate in Jr. Beta, Fellowship of Christian Athletes, and 4H during each school year. CCMS plans to offer more clubs in the future.

9. Field Day: The school as well as the parent and community enjoy this day of fun outside as students compete in field day activities.

10. Mad Money: Clinch County Family Connections visits our 7th graders each year to provide a simulation in money management. The students enjoy acting out real life while learning a lot about the world their parents' deal with every day.

11. Panther Prowl is the Clinch County Middle School newspaper written by our students.

12. Friendship Fest: The school counselor hosts a dance every Spring for the 6th and 7th graders to attend.

13. CRCT Celebrations: When test scores come back, success is celebrated at CCMS with a dance, grade level incentives, and prizes.

14. Honors' Days: Each grade level host an Honor's Day at the end of each year where academic achievement for grades and CRCT tests are awarded. The 7th grade has the Academic Achievement Award Ceremony as well to honor those who receive a medal for meeting grade and testing criteria. Family is invited to all of these events.

15. C.H.A.M.P.S. Program: The School Safety Officer who also works with the Sheriff's Department teaches choosing Healthy Activities and Methods Promoting Safety (C.H.A.M.P.S.) to our 5th grade students. It is an educational program for Georgia's youth, which provides guidance, and the skills, ability and knowledge to be safe, healthy, and happy, in preparation for a successful life.

16. Mental Health Awareness Classes: Satilla Health partners with the 7th grade Life Science teacher to bring mental health awareness to middle school students.

17. Red Ribbon Week is a week-long celebration of drug-free lifestyles. Students are given daily reminders of a pledge to be drug-free. Students and staff dress up in a daily theme as well as decorate the hallways and posters. Awards for best dressed and poster decorations are given at the end of the week in a school pep-rally.

18. Sports Program: CCMS offers a variety of sports programs including football, baseball, basketball, softball, and cheerleading. Our Clinch Middle School football team has won the Conference Championship for three consecutive years, and the basketball team won the championship in 2012.

19. Charity Work: Students and staff participate in fundraising activities for charities including the Ronald McDonald House, American Cancer Society Relay for Life, and Autism Speaks.

20. Band Concerts:The CCMS band puts on a show in winter and in spring for the community.

Self Assessment

Introduction

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

Purpose and Direction

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

Overall Rating: 3.0

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.	•District purpose statements - past and present •Survey results •Documentation or description of the process for creating the district's purpose including the role of stakeholders •Examples of communications to stakeholders about the district's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the district's purpose and direction •Copy of strategic plan referencing the district purpose and direction and its effectiveness •Communication plan to stakeholders regarding the district's purpose	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.	•Survey results •Agendas and/or minutes that reference a commitment to the components of the schools' purpose statements •Examples of school purpose statements if different from the district purpose statement •Examples of written stakeholder communications or marketing materials that portray the school purpose and direction	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. System leadership and staff share high expectations for professional practice.	•Communication plan and artifacts that show two-way communication to staff and stakeholders about educational programs and equitable learning experiences •Examples of schools' continuous improvement plans •Statements or documents about ethical and professional practices •Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs •Statements of shared values and beliefs about teaching and learning •The district strategic plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	Leaders at all levels of the system implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. Personnel maintain a profile with current and comprehensive data on student, school, and system performance. The profile contains analyses of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Leaders hold all personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and conditions that support student learning is available and communicated to stakeholders.	•Examples of schools continuous improvement plans •Survey results •Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs •Agenda, minutes from continuous improvement planning meetings •The district data profile	Level 3

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

The Clinch County School System (CCSS) engages in a systemic, inclusive, and comprehensive process to review, revise, and

communicate a system-wide purpose for student success. The system is committed to maintaining and communicating a purpose and direction that commit to high expectations for students, staff, and parents. The foundation of the CCSS is the strong vision, mission, and beliefs created by all stakeholders. The school leadership and staff at all levels of the system are committed to a culture that is based on shared values and beliefs about teaching and learning.

From system meetings with central office staff and school administrators, to school level faculty meetings, to leadership team meetings, to professional learning workshops, to parental involvement meetings, our system and schools engage in a systematic, inclusive, and comprehensive process to review, revise, and communicate the system and school's purpose for student success.

All teachers in the CCSS are highly qualified in the areas in which they teach. Teachers at all schools meet through grade level or departmental meetings to discuss curriculum, test data, interventions, and the daily operations of the school. All schools maintain student profiles through PowerSchool, a web-based grade book. Through this system, grades are updated daily, reported weekly, and are continually evaluated through each school's personalized Response to Intervention Program. In addition, this information is available to parents at all times. This academic profile determines whether the student is eligible for academic enrichment or academic remediation opportunities. The staff administers these enrichment and remediation programs. As student performance is monitored constantly, the process is documented by student promotion or retention. This support system ensures student learning.

The schools' leadership and staff at all levels of the system are committed to a culture that is based on shared values and beliefs about teaching and learning. Communication with stakeholders is important to the CCSS and many methods are utilized. Communications occur through emails, Facebook, Twitter, system and school websites, surveys, school signs, ChalkTalk, student handbooks and agendas, school newsletters, and parent meetings and workshop. For urgent matters, the AlertNow call system is utilized to contact stakeholders during and after school hours. Also, the local newspaper reports schools news including academic achievement and extracurricular events.

Although relevant and reflecting high expectations for faculty, staff, and students, our current mission, vision, and belief statements have not been revised since 2007. The CCSS realizes that monitoring and revision of the system's mission, vision and beliefs are vital and are an essential component to any successful school system.

The initial process of revision to our mission, vision, and beliefs started at our November 13, 2013 BOE meeting. As we begin this revision process, we will review our CLIP, school improvement plans, needs assessments, surveys, and various system-wide data to determine what appropriate revisions are necessary. Also, we will seek input from the various stakeholders in our system and community. Faculty meetings, school council meetings, parent meetings and workshops, administrative staff meetings, school leadership team meetings, and BOE meetings provide the catalyst for ongoing and continuous discussion and deliberation to constantly improve the Clinch County School System.

Governance and Leadership

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

Overall Rating: 3.17

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the 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.	•Professional development plans •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •District operations manuals •Communications to stakeholder about policy revisions •School handbooks	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations, and functions as a cohesive unit.	•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Proof of legal counsel •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies •Historical compliance data •Governing authority policies on roles and responsibilities, conflict of interest •Governing code of ethics	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of system and school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the system and its schools. The governing body maintains a clear distinction between its roles and responsibilities and those of system and school leadership.	•Communications regarding governing authority actions •Examples of school improvement plans •Roles and responsibilities of school leadership •Roles and responsibilities of district leadership •Survey results regarding functions of the governing authority and operations of the district •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Agendas and minutes of meetings	Level 4

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.	•Examples of collaboration and shared leadership •Examples of decisions aligned with the school's purpose statement •Survey results •Examples of decisions in support of the schools' continuous improvement plans •Examples of improvement efforts and innovations in the educational programs •Examples of decisions aligned with the district's purpose and direction	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts, and provide and support meaningful leadership roles for stakeholders. System and school leaders' efforts result in measurable, active stakeholder participation, engagement in the system and its schools, a sense of community, and ownership.	•Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan	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 focus of the criteria and processes of supervision and evaluation is improving professional practice throughout the system and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice throughout the system and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Job specific criteria •Supervision and evaluation documents with criteria for improving professional practice throughout the system and student success noted •Representative supervision and evaluation reports	Level 3

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

The superintendent and the Clinch County Board of Education (BOE) establish policies and support practices that are consistent with federal, state, and local statutes and regulations and ensure effective administration of the system and its schools.

The Superintendent, principals, and other district administrators provide leadership in carrying out established policies. The BOE considers policy recommendations from the Superintendent during scheduled meetings and votes on policy changes at subsequent meetings. Clinch County School System's Policy Manual can be accessed in the office of the Superintendent, on the system website (www.clinchcounty.com), and at each local school. The BOE maintains access to legal counsel for advice or to obtain information about legal requirements and obligations. Additionally, the BOE subscribes to GSBA's Policy Alert to keep abreast of recent legal changes affecting school systems.

Clinch County Board of Education operates responsibly and functions effectively and sets the direction of the system through the vision, mission and beliefs. The superintendent, central office staff and the schools collaborate to analyze data and recommend the system's goals to the BOE. Schools are responsible for implementing policies and procedures consistent with the vision, mission, beliefs, and goals set forth through BOE policy.

The central office staff meets weekly and shares their weekly accomplishments and personal goals for systemic improvement for short, middle, and long term. Also, each school has a leadership team consisting of administrators and school leaders who perform administrative duties and monitor improvement initiatives.

The superintendent and BOE ensure that the leadership at all levels has the autonomy to meet goals for achievement and instruction to manage day to day operations effectively. School administrators are responsible for supervising staff and students, increasing student achievement, promoting effective relationships with parents and community, and ensuring a safe and orderly learning environment. School leadership teams are responsible for monitoring all activities (including extracurricular events) sponsored by the school such as meetings, performances, and other activities. Clinch County BOE staff, parents, and students are provided system guidelines for school procedures in the school handbooks and Code of Conduct.

The system and school leadership engages stakeholders effectively in support of the system's purpose and direction. Stakeholders from parent, teacher, and community groups are involved in decisions that affect the schools. Each school has a School Council (parents, teachers, and community leaders) that participates in the formulation and implementation of the annual plan. The Council works to develop strategies to promote student learning, communicate with grade level or department members, identify professional development needs, and alleviate barriers to teaching and learning. At each school, faculty and staff meet regularly to address concerns and improve student learning. Other advisory committees are formed with representatives from administration, grade levels, resource staff, parents, teachers, students, and community members. Input from stakeholders is received from various surveys, parent meetings, and parent workshops.

The Clinch County School System follows the guidelines set by the Georgia Department of Education in providing ongoing evaluation of all certified employees. The Georgia Teacher Evaluation Program along with the LKES and TKES are used to evaluate all professional staff. This formative evaluation supports the systemic, systematic, and sustainable continuous improvement in the Clinch County School System.

While the CCSS has outstanding leadership at the district and school level, there is always the need to improve and grow as a system. A top priority of the new CCSS superintendent is to develop a comprehensive CCSS Strategic Plan. This spring, all stakeholder groups will be involved in the development of the CCSS Strategic Plan. Sample target areas to be included in the Strategic Plan include the following:

- student achievement,
-intervention strategies for at-risk students,
-choice-based, specialized programs to meet the needs of high achieving students,
-results-driven professional learning programs,
-technology to increase student achievement,
-technology to improve system productivity and efficiency,
-school safety and security protocols,
-efficient and proactive transportation system,
-procedures for recruiting, employing, and evaluating personnel,
-parental involvement strategies,
-long term facilities plan.

Having a comprehensive strategic plan with input from all stakeholders for the CCSS is needed and will provide the catalyst for continuous improvement.

Teaching and Assessing for Learning

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations across the system. Teachers in all schools individualize some learning activities for each student in a way that supports achievement of expectations.	•Course, program, or school schedules •Course or program descriptions •Survey results •Lesson plans •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Posted learning objectives	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, system and school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Common assessments •Surveys results •Program descriptions •Curriculum writing process •Lesson plans aligned to the curriculum	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers throughout the district plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Surveys results •Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures 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.	•Supervision and evaluation procedures •Documentation of collection of lesson plans, grade books, or other data record systems •Surveys results •Administrative classroom observation protocols and logs •Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices, and student success	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	All system staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels, content areas, and other system divisions. Staff members have been trained to implement a formal process that promotes discussion about student learning and the conditions that support student learning. Learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most system personnel. System personnel indicate that collaboration causes improvement results in instructional practice, system effectiveness, and student performance.	•Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Professional development funding to promote professional learning communities •Evidence of informal conversations that reflect collaboration about student learning •Examples of improvements to content and instructional practice resulting from collaboration	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the 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.	•Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning	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.	Some 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 system personnel.	•Survey results •Descriptions and schedules of mentoring, coaching, and induction programs with references to district and school beliefs and values about teaching and learning •Professional learning calendar with activities for instructional support of new staff •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. System and school personnel regularly inform families of their children's learning process.	•Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	School personnel implement and participate in a structure designed and evaluated by the system that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•Curriculum and activities of structures for adults advocating on behalf of students •Survey results •List of students matched to adults who advocate on their behalf •Master schedule with time for formalized structure	Level 4

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.	•Survey results •Sample communications to stakeholders about grading and reporting •Sample report cards for each program or grade level and for all courses and programs •Policies, processes, and procedures on grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the system's purpose and direction. Professional development is based on assessment of needs of the system. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Evaluation tools for professional learning •Survey results •District professional development plan involving the district and all schools •Brief explanation of alignment between professional learning and identified needs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	System and school personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). System and school personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•Schedules, lesson plans, or example student learning plans showing the implementation of learning support services •Survey results •List of learning support services and student population served by such services •Data used to identify unique learning needs of students	Level 3

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

Clinch County Schools strive to provide quality instruction for all students in an equitable manner. Focus remains on implementation of Georgia Performance Standards and/or Common Core Georgia Performance Standards. At the same time, all employees do their utmost to ensure that students' emotional, social, and physical needs are met. Highly-qualified teachers and paraprofessionals support instruction through the use of research-based instructional strategies and best practices. Teachers use available resources to ensure that rigor and relevance are evident throughout all areas of the curriculum.

All schools, as well as the system, encourage and seek involvement from parent/guardians, families, and community members. Student handbooks from each school, progress reports, report cards, and Power School provide parents with direct access to information relating to the school in general and to his/her student in particular. Open Houses, Parent-Teacher Conferences, System Stakeholders Meeting, Comprehensive Health Advisory Committee, various surveys, IEP meetings, Migrant PAC, School Councils, and meetings related to curriculum offerings are but a few occasions that parents and community members have to provide input and to gain insight into the workings of the schools and/or system. Additionally, communication is fostered through the use of AlertNow telephone messaging system that calls/texts all parents and employees with important messages. Each school has a Facebook page that provides announcements and updates. Chalktalk is published as the school system's official report; a copy is provided to each student and employee; a copy is provided in the local newspaper, The Clinch County News, to all subscribers.

Increasing student achievement is always a primary improvement goal of the Clinch County School System. Each school has focused on improved student performance on state assessments as a result of improved instructional strategies being used in classrooms. Closing the achievement gap on all levels and increasing the number of Special Education students who meet and exceed standards on all assessments has been a focus as well. Implementing Response to Intervention continues and will result in increased student achievement as well. Indeed, Clinch County School System strives to provide quality education to all students.

The 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. Teacher effectiveness is assessed on an ongoing basis, with frequent formal and informal classroom observations and analysis of student achievement. Teacher Evaluations are another source of information relating to teacher effectiveness; schools within the system are currently piloting TKES and LKES. Administrators are able to identify strengths and weaknesses of each teacher; plans are then implemented that result in improved teacher effectiveness. Analysis of all state assessment scores for school, teacher, and subgroup are studied for additional reflection upon teacher effectiveness. Schools coordinate learning support systems so that consistent and flexible instruction is provided for all students, including Special Education students, English Learners, migrant students, and remedial students.

Educators remain abreast of scientific, research-based strategies and current trends /best practices through continuous professional learning. In recent years, professional learning relating to strategies for differentiating instruction for various learners has been provided. Administrators monitor the implementation of strategies that are used in each classroom through such activities as walk-throughs and annual evaluations. Analyzing numerous sources of student data (progress reports, report cards, state assessments, benchmarks, etc.) provides insight into how well the needs of students are being met. Schools provide remediation opportunities during and after school.

An area for improvement for schools and system is mentoring, coaching and induction programs to make sure that instructional improvement is consistent, effective, and efficient. Although each school has its on form of informal mentoring/coaching for new teachers and teachers needing additional support, having a formal program and procedures for doing this would benefit the employees and the students. Having clear expectations and measures of performance would further strengthen the implementation of such a program.

Overall, Clinch County Schools support instruction and student learning at all levels for all students. Educators are dedicated to providing outstanding instructional opportunities for local students and to improving continuously in order to accomplish this goal.

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: 2.88

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.	•Survey results •District budgets or financial plans for the last three years •School budgets or financial plans for last three years •Assessments of staffing needs •Documentation of highly qualified staff •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff for the district and schools	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 focused on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is protected in policy and practice. System and school leaders work to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and school leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the purpose and direction of the system and its schools.	•Examples of school schedules •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •Examples of school calendars •Alignment of school budgets with school purpose and direction •Alignment of district budget with district purpose and direction	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	System and school leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with stakeholders. System and school personnel as well as students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Example systems for school maintenance requests •Survey results •Documentation of compliance with local and state inspections requirements •Policies, handbooks on district and school facilities and learning environments •School safety committee responsibilities, meeting schedules, and minutes •Example school records of depreciation of equipment	Level 3

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.	•District quality control procedures showing the monitoring of compliance with district expectations for school facilities, learning environments •Evaluation results of the effectiveness of the district strategic plan or indicators of changes resulting in the evaluation of the effectiveness of the strategic plan •Survey results •Policies, handbooks on district and school facilities and learning environments	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.	•Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 3

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 modern, fully functional technology infrastructure, modern, updated equipment, and a qualified technical support staff to meet the teaching, learning, and operational needs of all stakeholders throughout the system. System and school personnel collect data concerning needs and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.	•Brief description of technology or web-based platforms that support the education delivery model •Policies relative to technology use at the district-level and school-level •Survey results •District technology plan and budget to improve technology services and infrastructure for the district-level and school-level •District quality control procedures that monitor the effectiveness of technology services at the district-level and school-level •Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness	Level 3

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 designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	•Agreements with school community agencies for student-family support •Survey results •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	The system has designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process	Level 3

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

The Clinch County School System has endured many financial challenges due to reductions in state and federal funds. Over the past five years, the CCSS has lost $4,196,343 in Austerity Cuts that were taken from QBE money that we earned to educate our children. Also, in FY 10, the CCSS received $505,778 dollars from the state in an Equalization Grant. These funds have been reduced dramatically and in FY14 the CCSS received $0 from the state from the Equalization Grant.

To meet these financial challenges, the CCSS has reduced personnel from 220 in 2005 to 191 in 2014. Fortunately, the CCSS has not had to implement our Reduction in Force policy. As teachers and staff have retired throughout the system, their positions have not been replaced. Other cost saving and revenue generating ideas have been and are currently being implemented so that instructional time, necessary material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.

The Clinch County School System engages in a systemic process to recruit, employ and retain a sufficient number of qualified professional and support staff. All teachers and paraprofessionals in the CCSS are highly qualified. The Clinch County BOE implements numerous recruitment strategies. The Superintendent ensures that all certified and non-certified employees satisfactorily meet requirements of Georgia Law, Georgia Board of Education rules and regulations, and Clinch County School System job description qualifications. Recruitment teams and individuals attend Job Fairs at universities in the Southeast, including historically black colleges. In addition, job vacancies are posted in The Clinch County News, the CCSS website, and on TeachGeorgia.org. The system ensures that certified and support staff meet requirements set forth by the Georgia Department of Education, such as certification and background checks.

The CCSS maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. Safety is the foremost priority of the entire district. Security is maintained in accordance with Board and school policies through strict adherence to safety protocols and, regularly scheduled drills for emergency-preparedness. With the increase of school tragedies in our nation, additional safety measures have been implemented. The district's proactive approach to school safety has led to physical changes at schools as well as a heightened level of awareness. The CCSS and all of its schools have school safety plans that are in compliance with the Georgia Emergency Management Agency (GEMA). A GEMA director is utilized to ensure that all of the systems protocols and safety drills are performed routinely and correctly. The CCSS has one full-time resource officer utilized throughout the system and is housed at the high school.

The Clinch County School System collaborates with Okefenokee RESA to provide professional development activities that are beneficial to its employees. The system mandates specific professional development activities for all employees and requires additional activities for certified personnel. Each certified person is required to obtain at least 12 clock hours of professional development annually. Documentation of this requirement is maintained in the office of the Director of Curriculum and Instruction.

The CCSS provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs. The CCSS provides a wide range of media, technology, and other informational resources to support the educational program. On-site technology staff members maintain the technology infrastructure, provide annual updates, and assist all district employees as needed. Interactive boards, projections devices, and computers are located in all K-12 academic classrooms. Also, two classroom sets of Ipads are utilized in the first and seventh grades. In order to support student learning, the district purchases educational software and online programs, and each building has multiple computer labs available.

The district offers many services that support the physical, social, and emotional needs of the student population. All students enrolled in physical education classes in grades 4-12 take a Fitness-Gram Physical Fitness Assessment. The physical education department administers these assessments and provides feedback to students and their parents. The district has a system social worker and a Parent Involvement Coordinator. Each school facility has a full-time registered nurse. Also, each facility has a least one full-time counselor available to support the needs of students and referrals are made to other agencies as needed.

The CCSS provides services that support the counseling, assessment, referral, educational, and career planning needs of students. Standards are in place and followed closely by school counselors. The Response to Intervention (RTI) process is used to refer students for additional services to give them additional time and support in order to be successful. The progress of special needs students and English Learners is closely monitored. Services are provided to special needs students through co-teaching model and self-contained classrooms. Students referred for the gifted program are evaluated throughout the school year and are served through resource, cluster, and advanced content classes.

The CCSS recognizes the need for additional minority employees. In the past three years, three certified minority teachers have retired. A system employee attends several career fairs each year at colleges and universities in the south east area. Title IIA monies are used to recruit and maintain highly qualified high school math teachers who are difficult to hire because of the rural and isolated nature of Clinch County. Currently, three high school math teachers, one a minority, are employed to teach in the CCSS. As we continue developing our CCSS Strategic Plan, recruiting minority teachers will remain a focus.

Also, the CCSS Staff Surveys have shown a need for a teacher mentoring program. This is a valuable support service that the CCSS hopes to offer to new teachers and administrators in the future.

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: 2.8

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.	•Brief description of technology or web-based platforms that support the education delivery model •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local or school assessments on student learning and school performance •Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness •Evidence that assessments are reliable and bias free	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.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are documented and used consistently by professional and support staff throughout the district. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. System and school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.	•Examples of data used to measure the effectiveness of the district systems that support schools and learning •List of data sources related to district effectiveness •Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	Level 3

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.	•Documentation of attendance and training related to data use •Survey results	Level 2

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.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate improvement, and system and school personnel systematically 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.	•Student surveys •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Evidence of student readiness for the next level •Evidence of student growth	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	System and school leaders monitor comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Leaders regularly communicate results using multiple delivery methods and to all stakeholder groups.	•Minutes of meetings regarding achievement of student learning goals •Survey results •Communication plan regarding student learning, systems that support learning, and achievement of school improvement goals to stakeholders •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups	Level 3

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

The Clinch County School System establishes and maintains a clearly defined and comprehensive student assessment system. The system

implements this assessment system and uses the data to guide continuous improvement. The school leadership teams are at the heart of this process.

Professional and support staff continuously collect, analyze, and apply learning from a range of data sources. Data from state assessments such as Criterion Referenced Competency Tests (CRCTs), End of Course Tests (EOCTs), and state writing assessments is analyzed and used as the basis for school improvement.

In addition to state assessments, students in grades K-8 are assessed with benchmark tests, using the Measures of Academic Progress (MAP) program three times each year. MAP assessments provide detailed, actionable data about where each child is on their unique learning path. Results from these assessments are imported into Study Island, a web based program, where an individual learning plan is delivered.

The CCSS engages in a continuous process to determine verifiable improvement in student learning. Students in the Clinch County School System are also evaluated with AIMSweb, a universal screening, progress monitoring, and data management system. AIMSweb is administered three times throughout the year to students in grades K-7 to identify tiered students for RTI. AIMSweb is also used to progress monitor students with disabilities and identified Tier Three students in grades 8-12. Throughout the system, progress monitoring occurs on a weekly or biweekly basis, depending on the tier level of the student.

Student performance within the classroom is evaluated and analyzed on a weekly basis for students in grades 8-12. Students who are not meeting class standards are placed in intervention classes for a three-week period. Student progress is monitored to determine if students should return to an enrichment class, remain in the intervention class, or move to a higher level intervention tier. In grades 5-7, student performance is evaluated and analyzed in monthly data team meetings. Student who are not meeting standards may be placed in remediation classes.

The Longitudinal Data System provides easy access for retrieval of historical data for system, school, and student level analysis. Information is also gathered from state assessment summary reports, state report cards, and College and Career Readiness Performance Index (CCRPI) files. Data from all of these sources is used to generate school improvement plans. Administrators and teachers also utilize reports from MAP, AIMSweb, and Study Island to identify individual student performance targets.

The CCSS leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leadership teams within each school hold data analysis meetings. Data is also studied in grade-level meetings, department meetings, and faculty meetings. Clinch County School System documents student performance and shares results with all stakeholder groups. From these reports, determinations are made as to what needs to happen to continue improvement. Areas of strengths and weaknesses are shared with the public through ChalkTalk, The Clinch County News, school councils, parent meetings and workshops, and the GaDOE Report Card.

To continuously improve, the CCSS will address several areas. First, the system is currently providing and will continue to provide professional learning workshops for teachers and administrators that focus on the interpretation and utilization of data to increase student achievement. The CCSS will also continue professional learning workshops on the use of the State Longitudinal Data System to help address student learning needs in the classroom.

Next, beginning this summer, the system will host a system-wide data retreat to review year-long test score data. This retreat will involve all schools and will enhance the vertical and horizontal connectivity of the CCSS improvement efforts. The CCSS strategic plan and local school improvement plans for the 2014-15 school year will be revised based on target areas identified during this data retreat.

Report Summary

Scores By Section

Section Score
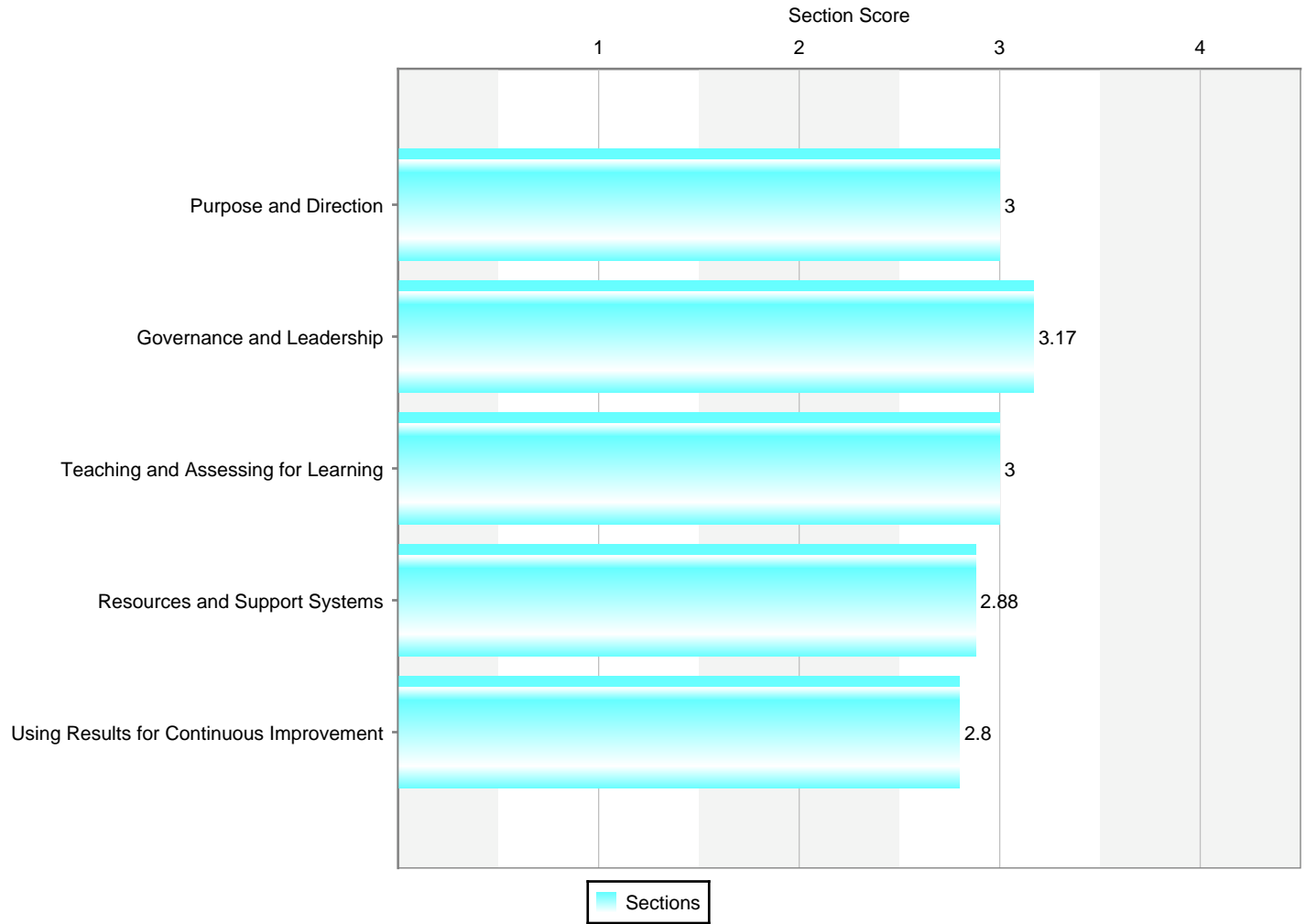
Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		CCSS Stakeholder Feedback Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

Survey results from Clinch County School System indicate the highest overall levels of satisfaction to be Standard 1:Purpose and Direction. All stakeholders groups rated this standard the highest.

Staff members reported that 93.02% were satisfied in the area of Purpose and Direction. The survey indicated that 96.12% of the staff agreed the school's purpose statement was clearly focused on student success.

The parent survey indicated that 88.8% were satisfied in the area of Purpose and Direction with 90.17% agreeing that the schools purpose statement was clearly focused.

Sixth and seventh grade surveys indicated that 85.3% of sixth and seventh grade were satisfied with standard 1 while 97.6% of the fifth graders were satisfied.

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

According to stakeholder input on the SACS surveys of parents, students, and staff, the "purpose and direction" area is ranked highest across the spectrum of stakeholders. Parents and staff understand that the school's mission and vision is clearly focused on student achievement and creating a culture of success.

Students understand that programs and services are available to help them succeed. The expectations of student learning in the classroom are clear to students and parents and teachers know that instructional time is protected for student learning as noted by the Advanced Ed parent, staff, and student surveys.

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

Previous Title I and Title IIA surveys have indicated that parents believe that information is clearly communicated. The Title I and Title IIA surveys also show that the majority of parents are aware of the goals of schools in the CCSS.

Areas in Need of Improvement

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

Staff surveys rated Standard 3: Teaching and Assessing for Learning as the lowest level of satisfaction with an average of 83.42% responding in agreement with the indicators.

Indicators that received low satisfaction levels were "In our school, staff members provide coaching to teachers" - satisfaction level 64.56% and "In our school, a formal process is in place to support new staff members in their professional practices." - satisfaction level 60.63%.

Staff surveys rated Standard 2: Governance and Leadership with the second lowest satisfaction of satisfaction at 88.69%

Parent surveys rated Standard 2: Governance and Leadership as the lowest level of satisfaction with an average of 82.59% responding in agreement with the indicators.

The indicator that received the lowest satisfaction level was "Our Schools governing body does not interfere with the operation or leadership of our school." -satisfaction level 73.18%.

High school and middle school students also rated Standard 2 with the lowest approval rating while elementary students rated Standard 5 the lowest. Standard 2 was second lowest for elementary students.

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

While Standard 3 was rated lowest by the staff and Standard 2 was rated the lowest by parents and students. It is very difficult to establish any trend data toward decreasing stakeholder approval since the vast majority of stakeholders were satisfied with these two standards.

What are the implications for these stakeholder perceptions?

Standard One: Purpose and Direction, rated highest in terms of overall satisfaction of all three stakeholder groups and Standard Two: Governance and Leadership, rated lowest for parents and students while Standard 3: Teaching and Assessing for Learning was rated lowest by the staff.

It would imply, based on these survey results, that the CCSS is doing a good job of making its stakeholders aware of its purpose and direction.

A common component between the parent and staff survey was the distinction between the governing body and school leadership.

Staff indicated that we should also ensure all staff members are regularly evaulated and held accountable for student learning. Our system is currently piloting the state's new teacher evaluation system and will move toward full implementation of the program next year.

Also, based on the overall results for Standard 2 of this survey, we need to better communicate the distinction between the governing body and school leadership with our stakeholders.

One reason that Standard 3 was rated low by the staff was the low satisfaction scores related to teacher mentoring. Based on these results, the CCSS needs to implement a teacher mentoring program.

Overall, the survey results for the CCSS were very positive with a satisfaction level of a least 82.59% for all standards from all stakeholders.

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

According to our Title I and Title IIA Parent surveys, even the lowest satisfaction levels were fairly high.

This indicates that parents have an overall positive attitude about CCSS which is consistent with our stakeholder surveys.

However, based on parent attendance at school related activities, there is a need to maintain efforts to improve parental involvement throughout the system.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.5

Sections
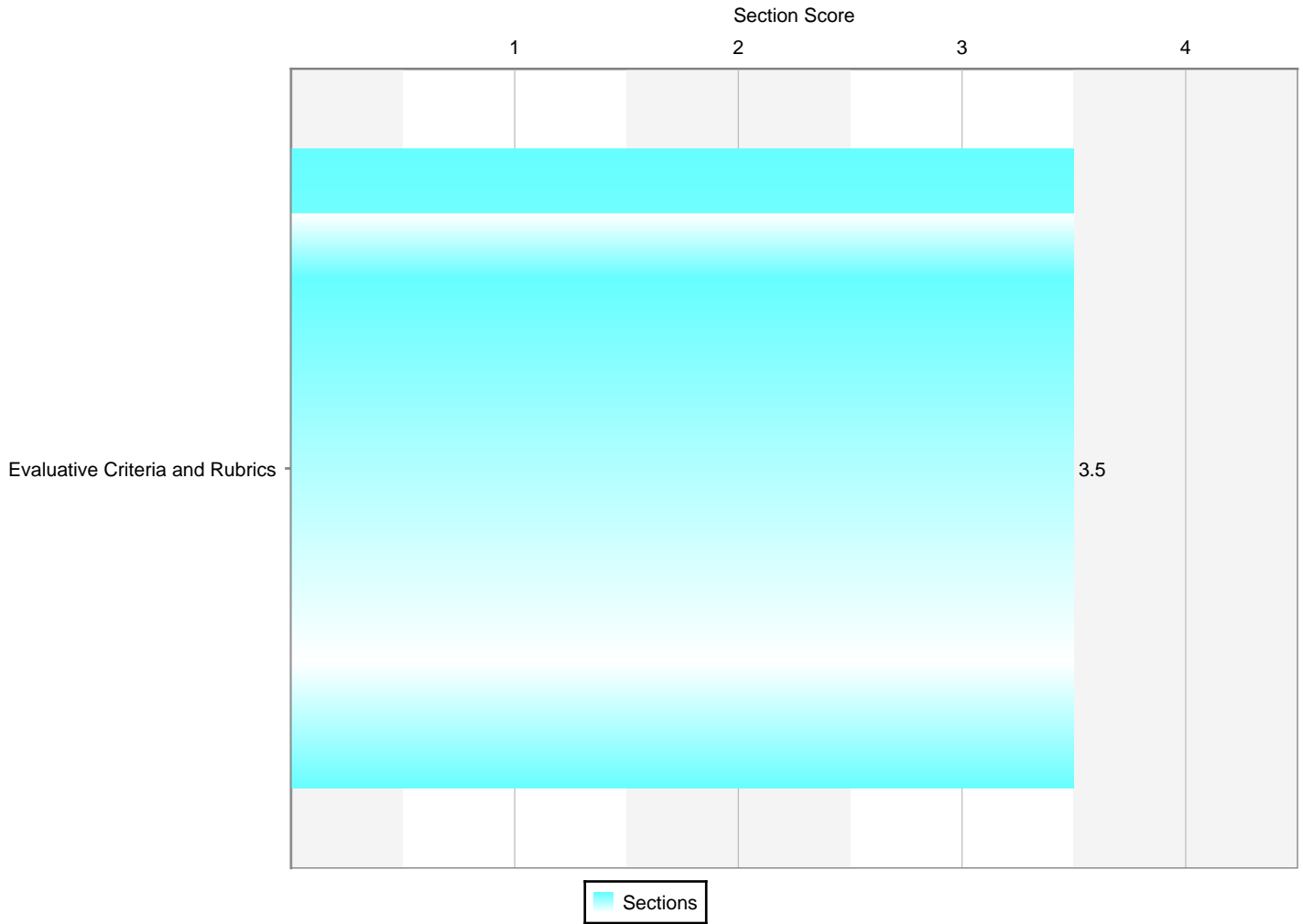
Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		CCSS Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	**Response**	**Rating**
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	**Response**	**Rating**
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	**Response**	**Rating**
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	**Response**	**Rating**
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

Clinch County Elementary (CCES) students had a positive trend in performance in the areas of reading and language arts on the CRCT relative to other content areas.

Clinch County Middle School (CCMS) found that students performed higher than expected on standardized testing in the areas of Science and Social Studies.

Clinch County High School (CCHS) found that students were performing higher than expected on EOCT's in the areas of mathematics, science, and social studies.

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

According to an analysis of CRCT scores at CCES for grades three and four from 2011 to 2013, the areas of reading and language arts continue to show a positive trend in performance.

A positive trend in performance has been shown across all grade levels in every subject at CCMS. Over the last 5 years, pass rates have increased anywhere from 8 to 30 percent with most subject areas increasing by a percentage rate in the high teens or more.

At CCHS, the Biology and US History EOCTs have shown a steady improvement in pass rates over the past four years. During this time, the pass rates for these tests have always been above the state; the positive trend that the CCHS is observing in these areas is the percent of students scoring in the "exceeds" category.

Which area(s) indicate the overall highest performance?

According to an analysis of CRCT scores for grades three and four from 2011 to 2013, the area of reading indicates the overall highest performance for CCES.

Students in CCMS performed the highest in the areas of Reading and Language Arts. In 2013, the pass rate on the CRCT for reading was 97.5, and the pass rate for language arts was 96.2. In 6th grade Reading, 100% of our students passed the reading CRCT.

Students at CCHS scored above the expected levels of performance on Math EOCTs. Over the last four years, we have had the highest pass rate on 5 of 8 math EOCTs among 13 area comparable high schools.

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

According to an analysis of CRCT scores for grades three and four from 2011 to 2013, the male student population in the area of reading shows a trend toward increasing performance for CCES.

From 2012 to 2013, students with disabilities at CCMS showed improvement in all subject areas with the largest gains of 37 percentage points in social studies and 28 percentage points in science. Students in all subgroups showed improvement in these two subjects as well. Economically Disadvantaged students showed improvements in four out of five subject areas.

Overall performance on the CRCT in the black subgroup at CCHS improved in every content area from 2011-12 to 2012-13. The subgroup improved by 8% in English/Language Arts, 17% in Math, 9% in Reading, 20% in Science, and 25% in Social Studies.

Between which subgroups is the achievement gap closing?

According to an analysis of Clinch County Elementary School CRCT scores for grades three and four from 2011 to 2013, the achievement gap is closing in the area of reading between the SWD (students with disabilities) and non-SWD subgroups.

In the areas of Reading and Language arts, the achievement gap is closing at CCMS. In the year 2013, every subgroup that was large enough to be disaggregated had pass rates within 10 percentage points of each other, including Students with disabilities, African American students, white students, and students who are economically advantaged.

At CCHS, in addition to the black subgroup closing the achievement gap, the economically disadvantaged students are also closing the gap. The economically disadvantaged subgroup was the only other subgroup besides the black subgroup to meet subgroup performance targets and overall performance targets on a portion of the CRCT. The white subgroup, nor the Students with Disabilities, did this. On four of the five CRCTs, economically disadvantaged students have closed the academic gap from the 2010-11 to 2011-12 school year.

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

In addition to the student achievement data, survey data from staff, students, and parents reflect consistent satisfaction across all five standards that correlate to student achievement.

Areas in Need of Improvement

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

According to an analysis of CRCT scores for grades three and four from 2011 to 2013, the areas of math, science, and social studies are below the expected level of performance at CCES

In 2013, math scores at CCMS in all grade levels (5th-7th) decreased by two to five percent.

Student pass rate at CCHS on the 8th grade CRCT has been below the state average in all subjects for the past two years.

The State Writing Assessment given in the 5th, 8th, and 11th grades are typically a few points below the state average.

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

According to an analysis of CRCT scores for grades three and four from 2011 to 2013, the areas of math, science, and social studies show a negative trend in performance at CCES.

A positive trend in performance has been shown across all grade levels in every subject at Clinch County Middle School. Over the last 5 years, pass rates have increased anywhere from 8 to 30 percent with most subject areas increasing by a percentage rate in the high teens or more. However, from 2012 to 2013, math pass-rates on the CRCT across all grade levels decreased by 2 to 5 percent.

Over the past two years at CCHS, scores in language arts have been lower than expected. For 8th grade CRCT scores, student pass rate for both language arts and reading have been below the state average, while they were both above the state average for the two years prior.

Which area(s) indicate the overall lowest performance?

According to an analysis of CRCT scores at CCES for grades three and four from 2011 to 2013, the area of social studies shows the lowest performance. The next lowest area is science followed by math.

CRCT test data shows that Clinch County Middle School showed the lowest performance in mathematics with a pass-rate of 88.5 percent.

At CCHS, the 8th grade CRCT is traditionally the area with the overall lowest performance. Within the CRCT, when examining data over time, science and social studies are typically the subjects with the lowest scores.

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

According to an analysis of CRCT scores at CCES for grades three and four from 2011 to 2013, the SWD (students with disabilities) subgroup in the area of math shows a trend toward decreasing.

At CCMS, the students in the African American subgroup showed a minimal decrease in performance on the 2013 CRCT test in three out of 5 subjects. In Reading, the pass rate decreased by 0.7%. In Language Arts, the pass rate decreased by 0.5%. In Math, the pass rate decreased by 1.9%.

The most noticeable gap over the past two years for Students with Disabilities has been with science and social studies eight grade CRCT. The percentage of Students with Disabilities compared to the percentage of students without disabilities scoring in the Does Not Meet Level ranges from a difference of 56% in 2012 to 67% in 2013 for Science and 55% in 2012 to 58% in 2013 for Social Studies. The differences on the Reading, English/Language Arts, and Math CRCT, while significant, are not quite as large as the differences in Science and Social Studies.

Between which subgroups is the achievement gap becoming greater?

According to an analysis of CRCT scores at CCES for grades three and four from 2011 to 2013, a gap continues to exist in the area of math between the SWD (students with disabilities) and non-SWD subgroups.

Between 2012 and 2013 at CCMS, the gap grew by 2 points between the African American and White subgroups in the subjects of reading and mathematics.

On the Eighth Grade Writing Assessment at CCHS, the difference in pass rate between economically disadvantaged students and students who are not economically disadvantaged was 10% in 2010-2011.

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

The above reported findings are consistent with findings from other data sources that include state CCRPI reports, the Governor's Office of Student Achievement Report Cards, and GaDOE assessment summary reports.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.5
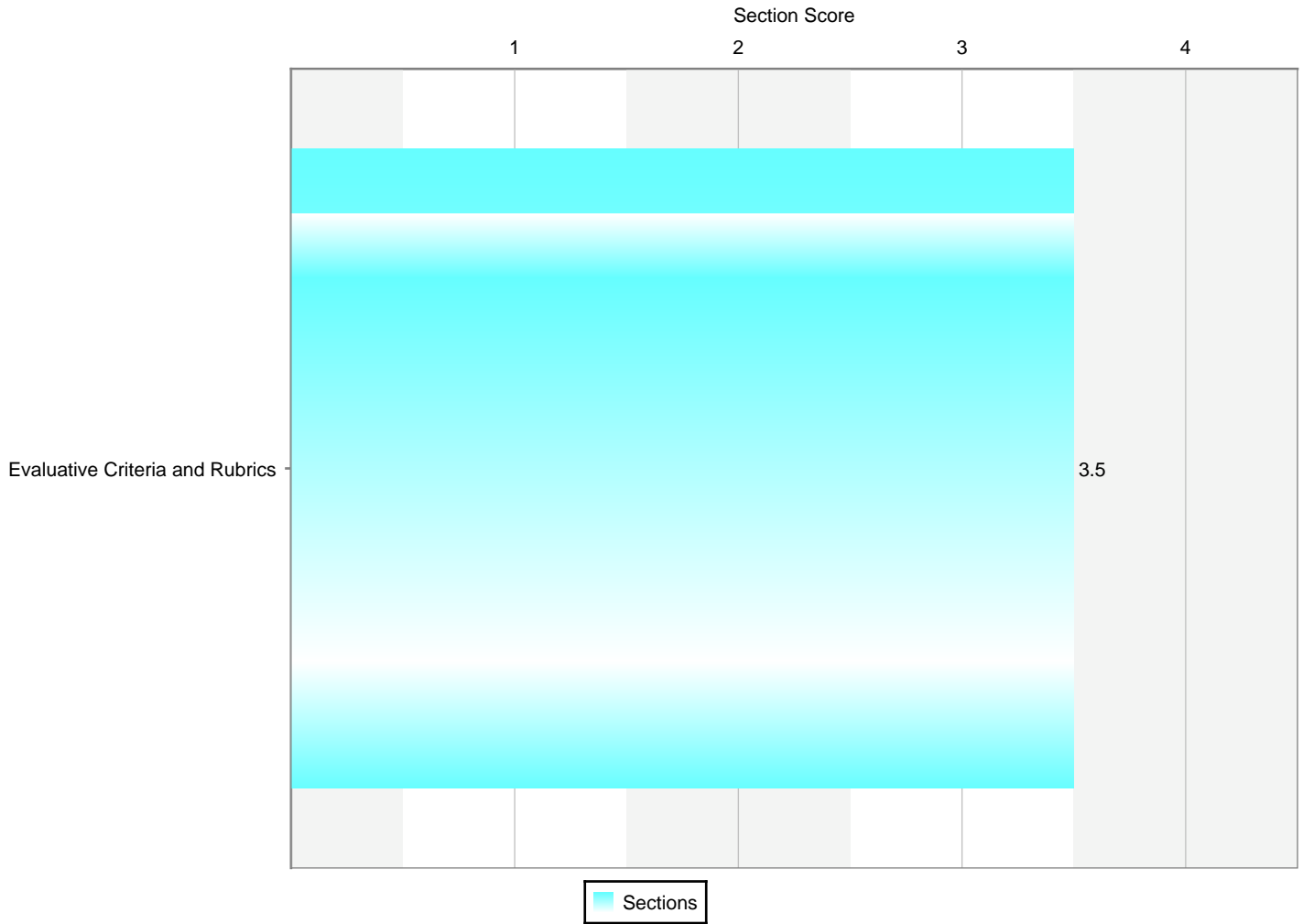
Sections

AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		Clinch County Emergency Prepardness Plan

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		Clinch System Comprehensive Imrpovment Plan

Label	Assurance	Response	Comment	Attachment
6.	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		CCSS Quality Assurance Process