



Accreditation Report

Meriwether 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?

Meriwether County, Georgia is located in the western side of the middle of the State. The county spans 505.4 miles² with a county- wide population of 21,992 (2010 Census). The county is a rural area with several communities spread across the area. The main towns/communities and the population are: Greenville (County Seat)/876, Manchester/4133, Luthersville/847, Warm Springs/425, Woodbury/961, Gay/89, and Lone Oak/92. Many of the citizens of the county reside outside of these towns.

The population of the school district is approximately 3,187 students (Pre-Kindergarten through 12th Grade). There are three elementary schools, two middle schools and two high schools.

School/ Enrollment: George E Washington Elementary (located in Woodbury)/395, Mountain View Elementary (located between Manchester and Warm Springs)/ 800, Unity Elementary (located in Luthersville)/469, Greenville Middle (located in Greenville)/255, Manchester Middle (located in Manchester)/357, Greenville High School (located in Greenville)/413, and Manchester High School (located in Manchester) /488. (The Good Sheppard Therapeutic Center (located near Warm Springs) is within the county and serves Neglected and Delinquent students. There are currently 10 students enrolled.) The ethnic composition of the school system is approximately 55% African American, 41% White, and 4% other. (A complete ethnicity breakdown of the system by school and grade level will be made available to the visiting team.)

Some key factors affecting our system:

- The student population, system wide, is above 80% economically disadvantaged.
- Approximately 19% of the student population is enrolled in Special Education.
- Less than 1% of the student population qualifies as an English Learner.
- Less than 1% of the student population qualifies as Gifted.
- Approximately 3% of the student population has been retained.
- Geographically, the attendance zones for each school cover a significantly larger land area than just the local community.

Certified Staff:

- The system currently employs 229 full-time and 4 half time certified employees
- 100% of the certified staff is considered to be Highly Qualified to teach in the areas that they are currently placed.
- 23% Male, 77% Female
- Level of Degrees - 45% Bachelor's, 40% Master's, 14% Specialist's, and less than 1% Doctorate's.
- Ethnicity - 72% White and 28% African American
- The average amount of experience for the staff across the system is 12.24 years. A majority of the employees have a level of experience that falls between one and ten years.

Unique Features and Challenges:

The geographic setting of the towns has created a great sense of pride within each of the communities in Meriwether County. Throughout the years, this has created challenges for the school system, particularly during a period of time where the consolidation of the schools was being discussed. The result of these discussions was to maintain two high schools within the district. Although this occurred more than
SY 2012-2013

twenty years ago, it still impacts decisions being made within the system today. We work very hard to create opportunities to display ourselves as a system working together, rather than simply representing one community over another.

Many of our students, attending each of the schools, reside a very long way from the facility that they attend because of the large physical area of the county. This impacts the level of participation in extra curricular events for many of our families. Many of our students might spend more than an hour on the bus each morning and then the afternoon. It also impacts the sense of a school community.

The county has also struggled with the loss of much of the industry that has provided employment over the years. Many of the citizens, that were able, have relocated to other areas or commute to other areas outside of the county. As a result, many of the families remaining here are struggling economically. We have worked diligently to actively participate with our local Chamber of Commerce, Economic Development Commission, Interagency Family Connection Council, and other businesses to create a stronger sense of stakeholder inclusiveness. Everyone participating in this relationship understands that success for the citizens of this county depends upon all groups working together. Recently, there have been three new industries move into the area. The school district has been actively working to focus career pathways within our high schools to allow students that might consider entering into manufacturing to have some training and certification to become better employees.

The community of Warm Springs is home to the historically famous Roosevelt's Little White House. Adjacent to the National Park, is the Roosevelt Warm Springs Institute for Rehabilitation. This was created out of the foundation established by President Roosevelt. It provides for a great deal of employment associated with both the health care and tourism industry.

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:

Meriwether County School District is committed to do whatever it takes for all students to aim high, achieve, graduate, and succeed.

Vision:

In Meriwether County Schools the core value is doing what is right for students and student learning. Teachers care enough to do whatever it takes to make the difference for every child. High expectations for each student are demonstrated in every class, every day, and are supported at home. Learning experiences are highly engaging and motivating, frequently utilizing instruction technology. These are planned within the Learning-Focused framework and are based on the Georgia Performance Standards. Inclusion is the norm. How well students are learning is monitored using evidence of learning folders, performance assessments, benchmarks, and standards-based grading. If students aren't learning, supports outlined in the academic pyramid of interventions are implemented. Teachers, students, parents, and community members are proud of Meriwether County Schools. All students aim high, achieve, succeed - and graduate! Why? Because it is the right thing to do for children.

Values

- We will develop close, supportive relationships with every student in our schools.
- We will develop opportunities for parents and community members to be involved in our schools.
- We will teach across the curriculum so that all students are able to perform on or above grade level in all subjects.
- We will actively engage all students in the learning process.
- We will ask higher level questions every day in every class.
- We will use student data in making instructional decisions.
- We will provide numerous, varied learning opportunities until all students and teachers exceed standards.
- We will have the courage to do the right thing for the children.

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.

Achievements

Assessment:

- CRCT: Grades 3 - 8

- o Reading: 85% to 86% of all students participating scored meet or exceed for all three years.

- o Language Arts: In 2010, 82% of all students scored meet or exceed. This percentage has been increased each year. In 2012, 88% of all students scored meet or exceed.

- EOCT:

- o Ninth Grade Literature and Composition - In 2010 64 % of all students scored meet or exceed. This percentage has increased each year. In 2012, 77% of all students scored meet or exceed.

- o U.S. History - In 2010, 26% of all students meet or exceed. In 2012, this percentage has been increased by more than double. 58% of all students scored meet or exceed.

- o Economics - In 2010, 39% of all students scored meet or exceed. The percentage has increased each year. In 2012, 61% of all students scored meet or exceed.

- GHSWT:

- o In 2010, 85% of all students scored meet or exceed. This has improved each year. In 2012, 92% of all students scored meet or exceed.

- New accounting system implemented - Munis

- New student information system implemented - Tyler SIS

- New transportation tracking system - Versa Tran

- Race to the Top - participating district as a part of the Grant awarded to the State of Georgia.

- School Improvement Grant - Greenville High School participant

- Telephone, text, e-mail system - One Call Now to be implemented in February 2013.

- Professional Development Enhancement

- o School Improvement Network/ PD 360 implemented.

- o CCGPS

- o Implementation of the Frameworks aligned to the CCGPS

- Student Longitudinal Data System

- o Student Growth Model now allows us to track growth and achievement by school, grade-level, or class for each required assessment administered since 20

- Odysseyware implemented for Credit Recovery in the high schools.

- The Student Transition and Recovery Program (STAR) implemented to improve behavior and increase classroom participation.

- Center for Achievement, Progress, and Performance to be implemented in February 2013.

- Technology

- o Increased in the amount of resources available within each of the schools.

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- o Fiber Backbone installed between all schools
- o Increased Bandwidth to the outside world.
- o All schools completely recabeled with new switches
- o Addition of two Instructional Technology Specialists to serve the system.
- o New E Mail Platform
- GRASP progress-monitoring platform implanted.
- Orton-Gillingham Program implemented for elementary and special education
- Rising Stars Program for developing leaders through the University of West Georgia College and State University.
- Teacher and Leader Induction Program
- Parent Resource Centers have been updated
- Caring Adults Focused on Education (CAFÉ) Program implemented at both high schools to improve parent and community involvement.
- Model Schools Conference attended by the District Change Team and representatives from each of the schools.
- Applitrack System implemented through Human Resources
- System and school web sites are placed on a new platform provided by Sharpesschool.
- Webmaster assigned to each school in order to provide professional learning, support and guidance with the web sites.
- New Teacher and Leader Observation Instrument - Teacher Keys Effectiveness System and Leader Keys Effectiveness System implemented.
- Student Learning Objectives (SLO) implemented to create a growth measure for non-tested classes.
- Vertical Planning Teams - MHS Cluster and the GHS Cluster implemented to examine scope and sequence of subject area curriculum Kindergarten through 12th Grade.
- Common Core Georgia Performance Standards (CCGPS) implementation of professional learning, planning, and assessment has started.
- College and Career Readiness Performance Index - a system for the evaluation of schools and school systems under Georgia's waiver for the ESEA.
- New inventory tracking plan implemented.
- Common planning time for all schools.
- Participation as a system of the Columbus State University Math Consortium.

The system is working to meet the goals established within the Improvement Plan. (Attached within the Assurances section.) We also realize that these goals will go through a process of evolving into being aligned with the new requirements of the CCRPI. This was started last year, but the index was not complete. The Georgia Department of Education has just recently released a final version.

We plan to continue to work toward coming closer to fully implementing the beliefs espoused through the school system's mission statement of being able to do, "Whatever it takes to ensure that all students aim high, achieve, graduate, and succeed."

Additional Information

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

n/a

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: 3.75

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

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Indicator	Statement or Question	Response	Evidence	Rating
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	System policies and procedures clearly outline the expectations for schools regarding a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success. System personnel monitor and maintain data about each school and provide feedback and training for the improvement of the implementation of the process to school personnel.	<ul style="list-style-type: none">•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 4

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 clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong 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 hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none">•Communication plan and artifacts that show two-way communication to staff and stakeholders about educational programs and equitable learning experiences•District Quality Assurance Review plans that document two-way communication on district and school effectiveness and learning, thinking, and life skills•Examples of schools' continuous improvement plans•Survey results•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 4

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Indicator	Statement or Question	Response	Evidence	Rating
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	Leaders at all levels of the system implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. Personnel maintain a profile with current and comprehensive data on student, school, and system performance. The profile contains analyses of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Leaders hold all personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and conditions that support student learning is available and communicated to stakeholders.	<ul style="list-style-type: none">•Examples of schools continuous improvement plans•District Quality Assurance Review plans that document two-way communication on district and school effectiveness and learning, thinking, and life skills•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•Communication plan and artifacts that show two-way communication to staff and stakeholders•The district data profile•The district strategic plan	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.

There is a clear understanding across the district that there must be a sense of purpose and direction of what we are trying to accomplish. This is a continuous process that must be addressed at every level. It requires clear, constant communication with stakeholders. The system has also had to make the commitment to maintain a sense of transparency in regards to what is being done. The business of teaching and learning in Meriwether County is everyone's business.

The district and school level staff members participate in a system of school improvement from the Georgia Leadership Institute for School Improvement (GLISI). This is a framework for shared governance focused upon the key elements of targeting school improvement. There are various committees involving all of our staff members that allows for participation, input, and feedback. These committees all meet on a regular basis in order to address issues.

Some of the committees are:

1. The District Change Team (DCT), is the committee that provides for representation of the superintendent, assistant superintendents, program directors, coordinators and each local school building principal.
2. The Better Seekers Team (BST) is a committee within each of the schools that provides for the representation of the building principal, administrators, instructional lead teachers, and grade level/departmental chairpersons.
3. Grade Level or Departmental Team is a committee involving all of the staff members working within a grade level or subject area.

The system and schools have employed the use of several committees to seek the input, as well as to share information, of different groups of stakeholders. Some of these programs are implemented through local initiatives and others have been developed as a result of certain State or Federal programs.

Examples of these committees are:

1. System and School Councils: Committees consisting of staff members, parents, and community representatives that meet regularly to have discussions that focus upon the setting and monitoring of goals within the respective improvement plans.
2. Parent, Teacher, Student Organizations (PTSOs, PTOs): These are committees that work on school improvement and other initiatives for each of the schools.
3. Caring Adults Focused on Education (CAF): This organization consists of staff, parents, and community members centered around each of the high schools and the schools within the high school's feeder program. This committee focuses upon parent and community engagement, school improvement, and other initiatives implemented.
4. The Meriwether County Interagency Council/Family Connections (MCICFC): is a collaborative that serves as the local decision-making body, bringing community partners together to develop, implement, and evaluate plans that address the serious challenges facing Georgia's children and families. Members consist of the school system, government agencies, organizations, businesses and community members.
5. Parent Centers are located within each of the schools. This is an area in the school where parents are invited to research and use resources available to them. Information may range from support programs for children and families, instruction, medical resources, employment resources, etc.

The schools and system also work to share information regarding purpose and direction through several different modes such as:

- Websites
- Social Communication Platforms - Facebook
- Newsletters
- E mail
- Parent Conferences
- Curriculum Information Events
- Surveys
- Newspaper Releases
- Student Planners (K - 8)

Governance and Leadership

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

Overall Rating: 3.83

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 clearly and directly support the system's purpose and direction and the effective operation of the system and its schools. Policies and practices require and have mechanisms in place for monitoring conditions that support student learning, effective instruction, and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management at all levels of the system.	<ul style="list-style-type: none"> •Professional development plans •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks 	Level 4

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

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of system and school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the system and its schools. The governing body maintains a clear distinction between its roles and responsibilities and those of system and school leadership.	<ul style="list-style-type: none">•District strategic plan•Examples of school improvement plans•Roles and responsibilities of school leadership•Roles and responsibilities of district leadership•Social media•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 deliberately and consistently align their decisions and actions toward continuous improvement to achieve the system's purpose. They encourage, support, and expect all personnel to maintain high standards and to hold students to high standards in all courses of study. All stakeholders are collectively accountable for maintaining and improving conditions that support student learning. Leaders throughout the system actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	<ul style="list-style-type: none">•Examples of decisions aligned with the district's strategic plan•Professional development offerings and plans•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 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts, and provide and support meaningful leadership roles for stakeholders. System and school leaders' efforts result in measurable, active stakeholder participation, engagement in the system and its schools, a sense of community, and ownership.	<ul style="list-style-type: none">•Minutes from meetings with stakeholders•Examples of stakeholder input or feedback resulting in district action•Survey responses•Involvement of stakeholders in a school improvement plan•Communication plan•Involvement of stakeholders in district strategic 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 primary focus of the criteria and processes of supervision and evaluation is improving professional practice in all areas of the system and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice throughout the system and ensure student learning.	<ul style="list-style-type: none">•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 4

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 Meriwether County School System contemplates, adopts, and implements policies and procedures that support the vision, mission, beliefs, and goals of the system according to local needs and to comply with statutory and regulatory law. In all cases, the responsibility for studying the implications of new or revised policies is shared among central administrative staff, the members of the board of education, and others whose input offers a balanced perspective. Policy decisions are rarely made expeditiously. In fact, the Meriwether County Board of Education has a published policy requiring, except in emergency situations, that all prospective policy additions and revisions be presented in one board meeting and then tabled for deliberation in another meeting (Policy BD: Policy Development). Doing so affords the voting membership of the board opportunities for further study and to access internal and external stakeholders' opinions on prospective policies or policy revisions prior to their adoption and implementation.

Once a new policy is adopted or a revision of an existing policy is approved, the Superintendent is charged with the responsibility for disseminating the policy among appropriate audiences including personnel, students, parents, or others in the public. To ensure optimum

access among internal and external stakeholders, all policies of the Meriwether County Board of Education are published on the Internet with digital infrastructure support from the Georgia School Boards Association (<https://eboard.eboardsolutions.com/Index.aspx?S=4114>)

The school system's effectiveness as it impacts its most important objective, optimizing student achievement, is addressed at multiple levels within the organization so that the concept of accountability is understood and shared by all. At the school level, the effectiveness of curriculum and instruction is frequently monitored informally by teachers, administrators, instructional lead teachers, and academic coaches. More formal monitoring occurs periodically using our locally-developed benchmark exams and a web-based benchmarking and progress monitoring tool called the Georgia RESA Assessment of Student Progress® (GRASP®). Georgia's On-line Assessment Service® is used at the elementary and intermediate levels, and Accelerated Reader® is used in elementary schools as timely data-generating tools that give teachers the guidance needed to make the most appropriate instructional decisions about their students. To ensure all teachers and students are accountable, building-level administrators, instructional lead teachers, and academic coaches participate in the facilitation of collaborative planning meetings and reflection meetings in which the effectiveness of our curriculum and instruction is evaluated and decisions are made about adjustments that offer potential for optimizing student achievement. Our teachers and administrators recognize that formative data empower us to adjust our curriculum and instruction in advance of annual state testing; however, state assessment data sources are also considered as vertical planning teams prepare for subsequent cohorts of students.

At the system level, evaluation of the school system's impact upon students' levels of achievement is monitored by the Superintendent and the Assistant Superintendent for Curriculum and Instruction through regularly-scheduled meetings with principals and instructional lead teachers, fall presentation and evaluation of data-driven school improvement plans, winter mid-year conferences with principals, and spring year-end reports and needs assessments generated after state assessment data and other school data have been assembled and evaluated. Just like at the building level, the central office uses timely data to make adjustments to our instructional practices, to resequence curricula, and to reallocate fiscal and personnel resources accordingly.

As the governing body of the school district, the Meriwether County Board of Education also reviews student performance data in annually-conducted retreats that include board members, central administrative staff, and principals. During the retreat, principals present their school-level data and school improvement plans tailored to maximize student achievement and organizational efficiency and solicit board and central administrative support each school requires to accomplish its goals.

Stakeholder contributions in the decision-making processes of the school system are of paramount importance, and our board of education has been trained to give consideration to the perspectives of the public, our staff, and our students when deliberating upon important decisions. In support of soliciting stakeholder input, the school system and its schools have developed means through which internal and external stakeholders may exercise leadership and share opinions that shape the operation of the organization.

Within the schools there are a variety of ways in which teachers and staff (internal stakeholders) and parents, business, and community members (external stakeholders) assume leadership positions and help principals identify strengths and opportunities in their respective schools. For example, every school has a team, called a Better Seeking Team, comprised of teacher-leaders and administrators who evaluate data and make recommendations for organizational improvements. The schools' Better Seeking Teams are tasked with data evaluation, developing and monitoring school improvement plans, as well as day-to-day operational matters that enhance the efficiency of each campus. Also, within and among grade levels, teams of teachers collaborate with administrators and support personnel to perpetually improve horizontal and vertical curriculum planning and instructional practices.

There are also opportunities for parents, business, and community members to advise the administration of each school on operational issues and matters of school improvement. These opportunities are guided by local board policies BBFA: Local School Councils and LEBA:

Parental Involvement in Education. Accordingly, all schools have standing school councils and parent advisory committees comprised of business representatives, parents, and school staff. Many of the district's schools also have parent-teacher organizations that provide opportunities for communicating to our public as well as for gathering information from this elemental stakeholder group about school-level issues. PTOs also offer highly-motivated parents a number of leadership opportunities.

As a collective of Title I schools, opportunities for stakeholder engagement are made available on all campuses. Every month offers opportunities for parents to participate in work shops that are designed to improve parenting skills, to access various materials that support their children's learning, to facilitate enhanced understanding of curriculum, to inform parents of various assessment programs, and to offer guidance and support for post-secondary opportunities available for students upon graduation.

At the district level, organizational opportunities and operational decisions are openly vetted at regularly-scheduled District Change Team meetings. The primary purpose of the DCT is promoting the consideration of varied points of view as the central administration evaluates its general operations, as it considers how best to allocate resources, and as the superintendent develops policy proposals for board deliberation. Secondly, the DCT offers a channel for reciprocated communication as the board of education and central administration disseminate information to schools about policy revisions, operational decisions, state and federal initiatives, and other topics.

The term equity can have different meanings among various audiences. Within an educational context, some would opine equity means offering equal access to courses, curricula, materials, and programs to all students. The Meriwether County School System has evolved far beyond this point as we strive for evidence of equity in our performance outcomes. At the most basic level, this requires equal access for all students; however, we recognize and embrace that children with differing experiences, learning styles, talents, and aptitudes require differentiated approaches as we facilitate quality learning for all students. With this in mind, our faculties have been trained how to differentiate instruction at the classroom level through their professional development in the Learning-Focused Schools® instructional design model, and as part of our implementation of the Georgia Performance Standards Curriculum, and most recently, the implementation of the Common Core Georgia Performance Standards.

Differentiation within classrooms is only part of optimizing all students' achievement; therefore, our school system also provides gifted services for eligible children, offers accelerated and Advanced Placement courses, uses flexible grouping for subject-specific instruction in lower grades, and provides remedial programs to strengthen basic skills while reinforcing grade-level standards. Special education programs are also in place for eligible students; however, these programs have also evolved within the past several years. Many students, who just a few years ago would have been served in resource classrooms, are now receiving grade-level instruction provided by subject specialists in the regular education environment with support of special education co-teachers and paraprofessionals. Our transition from a resource model to an inclusion model was challenging, but our investment in this innovation has yielded achievement among special education populations that was never before anticipated.

Whether it's differentiated instruction in classrooms, remedial or gifted services, accelerated and advanced curricula, flexible grouping, or special education services, we recognize cutting edge innovations within any of these contexts empower teachers to facilitate the greatest gains in their students' achievement. Therefore, teachers often plan collaboratively to design innovative, engaging, and relevant lessons and to make decisions about the resources that best support instructional outcomes. Many lessons integrate state-of-the-art technologies to maximize engagement, to facilitate more teacher-student interactivity, and to generate timely, formative data to guide teachers' instructional decision-making processes. To support teachers in their evolving use of instructional technologies, the district allocates resources to employ a Director of Technology, two Instructional Technology Specialists, and a staff on technicians who maintain the districts networking infrastructure and hardware.

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: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations across the system. Teachers in all schools individualize some learning activities for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> • Learning expectations for different courses and programs • Course, program, or school schedules • Student work across courses or programs • Survey results • Lesson plans • Survey responses from program leaders receiving students from previous programs, schools, or grade-levels • Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices • Posted learning objectives • Descriptions of instructional techniques 	Level 3

Accreditation Report

Meriwether County School System

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, system and school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none">•Curriculum guides•A description of the systematic review process for curriculum, instruction, and assessment•Common assessments•Surveys results•Program descriptions•Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices•Profile of educational model or delivery system•Products – scope and sequence, curriculum maps•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 are consistent and deliberate in planning and using 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 each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Authentic assessments•Examples of teacher use of technology as an instructional resource•Findings from supervisor formal and informal observations•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•Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices	Level 4

Accreditation Report

Meriwether County School System

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

Accreditation Report

Meriwether County School System

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 on a regular schedule. Frequent collaboration occurs across grade levels, content areas, and other system divisions. Staff members implement a formal process system-wide that promotes productive 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 are a part of the daily routine of all staff members. System personnel can clearly link collaboration to improvement results in instructional practice, system effectiveness, and student performance.	<ul style="list-style-type: none">•Common language, protocols and reporting tools•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•Examples of cross curricular or program projects, interdisciplinary instruction, and classroom action research projects	Level 4

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

Accreditation Report

Meriwether County School System

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

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated at the system level and in all schools. Families have multiple ways of staying informed of their children's learning process.	<ul style="list-style-type: none">•Examples of learning expectations and standards of performance•Survey results•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process•Samples of exemplars used to guide and inform student learning	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	School personnel implement and participate in a structure designed and evaluated by the system that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none">•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	Level 3

Accreditation Report

Meriwether County School System

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers across the system use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented in all schools across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none">•Evaluation process for grading and reporting practices•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.	<ul style="list-style-type: none">•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.	<ul style="list-style-type: none">•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•Training and professional learning related to research on unique characteristics of learning	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 MCSS maintains that the focus of teaching and assessing for learning is critical to the success of being able to provide an instructional program that will be systematic and rigorous enough to effectively meet the needs of our students. It is a primary focus for all of the

administrators, teachers, and paraprofessionals to work to develop the alignment of our planning, instruction, assessment, and performance.

Throughout the district, a systematic plan of shared governance is utilized. The Georgia Leadership Institute for School Improvement (GLISI) developed the model implemented in Meriwether County. This allows for the inclusion of all staff members at every level to provide/respond to initiatives addressed within the system. This continuous improvement process has allowed for the flexible and responsive culture to properly address the development of vertical and horizontal alignment of curriculum, instruction, and assessment.

Each school within the system provides for common planning time to focus upon the factors required to improve learning for the students. Staff members focus upon analyzing and effectively delivering the Common Core Georgia Performance Standards (CCGPS). Understanding and using various forms of data, collaboratively planning, and reflection upon the instruction being delivered is a constant for each member. A majority of the professional learning implemented throughout the system is job embedded during common planning time. The schools and system supports participation in professional development provided through outside vendors, post secondary education institutions, the Georgia Department of Education (GADOE), and the Regional Education Service Agencies (RESA). There have been challenges that have impacted this area. Two years ago, the district elected to remove the ten professional learning days/student holidays due to budgetary restrictions. As a result, staff members focus upon improving more effectively.

The system, schools and staff are focusing upon several key areas. Several examples are:

- Implementing higher order thinking skills into lessons.
- Creating opportunities for students to apply learned skills to real life situations.
- Differentiating instruction to meet the various needs of the learners within a class.
- Gaining a clear understanding of the new curriculum (CCGPS).
- Implementing the new Frameworks for Instruction provided by GADOE.
- Creating authentic assessments to gauge the students' understanding of the CCGPS, as well as require performance at the higher end of the spectrum on Bloom's Taxonomy.
- Participating in professional learning that addresses the needs identified through data analysis.

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: 3.12

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

Accreditation Report

Meriwether County School System

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	System and school leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with stakeholders. System and school personnel as well as students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none">•Example 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•Example maintenance schedules for schools•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 policies and procedures for strategic resource management. The system employs a long-range strategic planning process in the areas of budget, facilities, and other strategic system components. The strategic planning process is evaluated for effectiveness, and improvement plans related to the process are developed and implemented when necessary. Strategic plans are implemented with fidelity by the governing body, and system leaders and have built-in measures used to monitor implementation and completion.	<ul style="list-style-type: none">•District strategic plan showing the areas of budget, facilities, quality control, and other strategic systems•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 3

Accreditation Report

Meriwether County School System

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to ensure that all students, school, and system personnel have access to the media and information resources necessary to achieve the educational programs of the system and its schools. The system implements and evaluates processes to ensure qualified personnel are recruited, hired, and retained in sufficient numbers to assist students, school and system personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none">•Evaluation procedures and results of education resources•Survey results•District education delivery model intended for school implementation including media and information resources to support the education program•Data on media and information resources available to students and staff	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.	<ul style="list-style-type: none">•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•Assessments to inform development of district and school technology plans•Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness•Examples of school-level technology plans and budgets to improve technology services and infrastructure to students and staff	Level 3

Accreditation Report

Meriwether County School System

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 each student in the system. Valid and reliable measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly and comprehensively evaluate all programs. Improvement plans related to these programs are designed, implemented, and evaluated to more effectively meet the needs of all students.	<ul style="list-style-type: none">•Student assessment system for identifying student needs•Agreements with school community agencies for student-family support•Survey results•Schedule of family services, e.g., parent classes, survival skills•Rubrics on developmentally appropriate benchmarks; e.g. early childhood education•Examples of improvements made to education program and delivery models based on results of program effectiveness evaluations•Social classes and services, e.g., bullying, character education•List of support services available to students	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	The system has designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none">•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•District quality assurance procedures that monitor program effectiveness of student support services•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.

Resources and Support Systems:

Accreditation Report

Meriwether County School System

The Meriwether County School System provides and monitors the services across the district to support the purpose and direction of ensuring the success of all of the students. This is done by:

- Focusing upon human, fiscal, and material resources.
- Maximizing instructional time.
- Creating and maintaining a clean, safe, and orderly environment.
- Planning and implementing system and school level goals of school improvement..

MCSS has developed a process for recruiting, employing, and retaining a highly qualified staff to serve the needs of the students. Many of the system and school level administrators participate in recruiting fairs across the region, particularly at some of the predominantly African American post secondary institutions. Applicants may also obtain information about employment within the system online. This may be done on the system's web-site or through the Appli-Track web-based platform. Upon submission of an application, all potential candidates participate in general panel interview. This stage of the process establishes a list of potential candidates meeting the requirements of the position. The names of those candidates are then placed upon a "Successful Candidates" list. At that time, they are eligible for an interview with the appropriate administrator seeking to fill a position. This allows for the administrators at the school level (or program) to have more autonomy over the process of procuring suitable candidates for a position.

Meriwether County is a district- wide Title I School System. This allows for the school system to provide many of the resources that would not be readily available through State and local funding alone. Federal funds are used to enhance some of the following areas:

- Provide the salaries of several staff members at each of the schools, depending upon the formulas for establishing comparability.
- The Meriwether County Grow Your Own Scholarship for students graduating from the system that have an interest in going to college and earning a degree in education. The recipient of the scholarship will then return to work for the school system, or repay the amount of the scholarship as a loan.
- To provide instructional materials above and beyond what might be provided with State or local funding.
- The instructional time allotted for the students of this school system was extended past the minimum requirements of time several years ago. Over the past four years, the system has had to lower the number of contract days for employees and students due to budgetary constraints. The times at each of the schools still remains above those minimum times established by the GADOE.
- Students identified as being at risk have participated in the 21st Century Afterschool program. The grant for this program ended during the 2011-2012 school year. There of the schools within our system are able to offer an afterschool program with funding provided by the Race to the Top (RT3) grant. These schools were selected as having the greatest need for the additional support.

Each of the schools works hard to provide a clean, safe, and orderly environment. The director of maintenance works closely with the custodial teams and administration at each of the schools. The system also sponsors a "Cleanest School" award. This is something that everyone works to maintain and monitor.

The system and schools have a safety plan. There is also a safety committee that is represented by each of the schools, School Resource Officers, the district office, Sherriff's department, and other agencies within the county. The plan is reviewed and monitored regularly. This committee works to provide continuity and guidance for each of the schools across the district.

The district, schools, and classes maintain and monitor discipline plans. The safety committee and DCT discuss these plans regularly. The goal is to provide a safe and orderly environment for every student and staff member across the system.

System and school level goals are planned, monitored , revised , and implemented through our district wide governance program. This process is followed at each level from the district level to the individual teacher. Decisions are based upon data results, and input. The members of the school system keep this as a primary focus of the work that is done across the district.

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: 3.6

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	All system and school personnel maintain and consistently 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 all classrooms, courses, educational programs and system divisions. All assessments are proven reliable and bias free. The comprehensive assessment system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Brief description of technology or web-based platforms that support the education delivery model •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 4

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.	<ul style="list-style-type: none"> •List of data sources related to district effectiveness •Survey results •Examples of changes to the district strategic plan based on data 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

Accreditation Report

Meriwether County School System

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.	All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none">•Professional learning schedule specific to the use of data•Documentation of attendance and training related to data use•Survey results•Training materials specific to the evaluation, interpretation, and use of data•Policies and written procedures specific to data training	Level 4

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.	<ul style="list-style-type: none">•Policies and procedures specific to data use and training•Student surveys•Agendas, minutes of meetings related to analysis of data•Description of process for analyzing data to determine verifiable improvement in student learning•Examples of use of results to evaluate continuous improvement action plans•Evidence of student readiness for the next level•Evidence of student growth•Evidence of student success at the next level	Level 3

Accreditation Report

Meriwether County School System

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 in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none">•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•District quality control procedures for monitoring information about student learning, systems that support learning, and the achievement of school improvement goals•Examples of district marketing tools and websites that cite student achievement results or that make promises regarding student achievement•Executive summaries of student learning reports to stakeholder groups	Level 4

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

The system 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.

Indicator 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.

The Superintendent and the Assistant Superintendent of School Improvement, with assistance of the District Change Team, examines and disaggregates the test results of all students and sub groups. Specific attention is given to ensure that all students have equitable opportunities for quality instruction through a rigorous curriculum. These results are presented to the School Board, local school staff members, parents, and community members. Results shared with staff members at the local school level are used for assessment, evaluation, and instructional planning.

In the initial year of the CCGPS implementation, teaching teams are creating and reviewing teacher made test, common assessments, performance task, and rubrics with the task. A great focus has been on the level of rigor, and preparing students for the upcoming PARCC assessment by incorporating higher order thinking questions and task. Teams are also meeting vertically across the system to ensure each

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level is meeting the expectation of the standards as well as expecting a year of growth in a year of time.

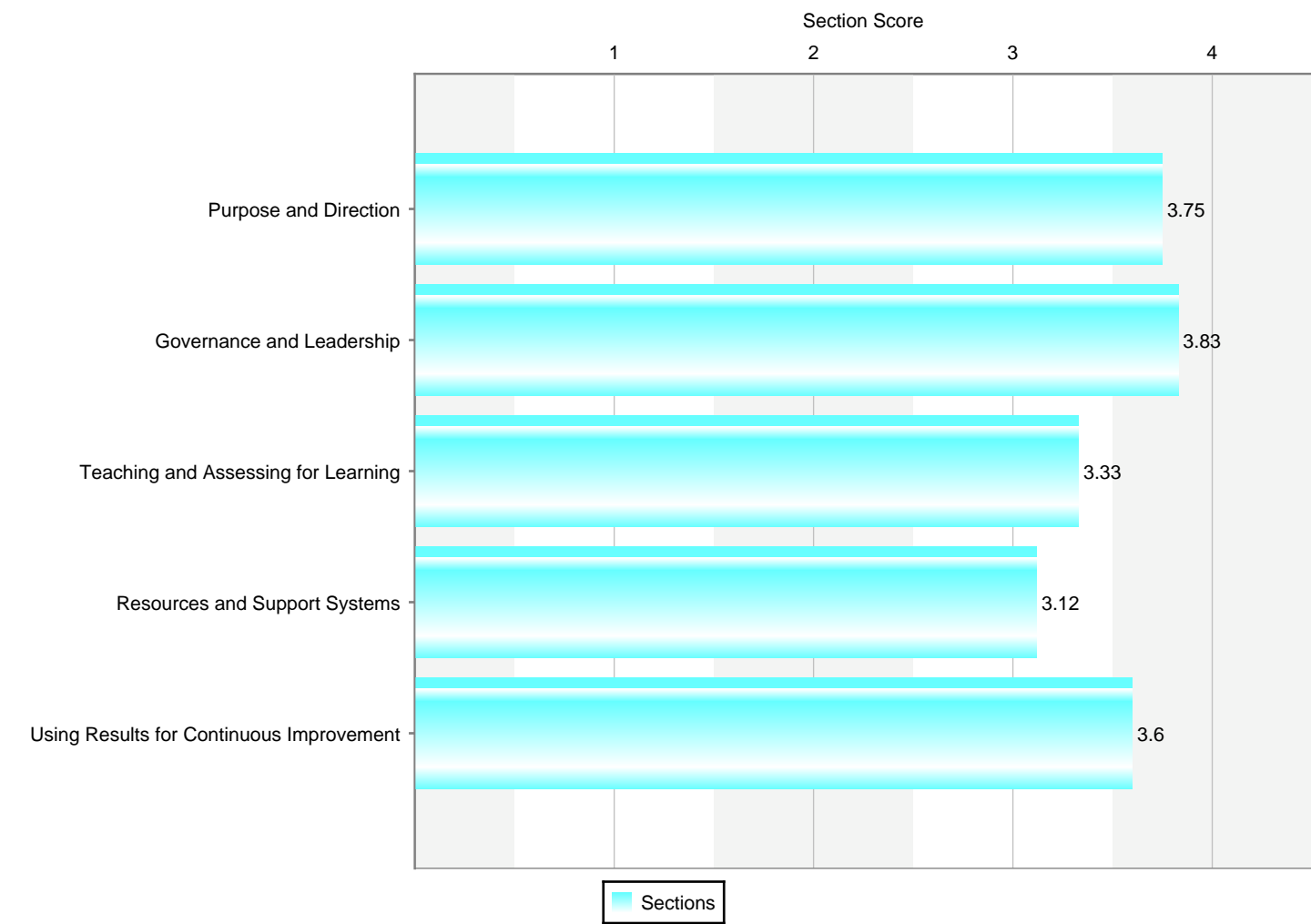
The results of student assessments, whether teacher-created or commercially prepared, are shared regularly with all teachers who work with a student (Ex: EIP, Co-Teachers, SLP, resource or consultative, after school, tutors, STAR, Tier Committee) as well as with the student and his / her parent or guardian. Schools have scheduled parent teacher conferences where assessment information is shared. IEP teams, including students and parents, regularly meet and review assessment data regarding the performance and progress of students with disabilities. Student assessment information is also included as appropriate with regular progress reports and report cards distributed to parents and students. These report cards can also be viewed electronically at any time on our Student Information System.

Communicating information, progress, and evaluation results to others, including parents, community, staff, and students, and the role of technology is accomplished in the following ways, but not limited to only these:

- School District Website
- School Websites
- Classroom Websites
- School Newsletters
- School Programs and PTO Meetings
- Demonstrations, displays, and presentations to the school board, outside community groups, parent groups, and school councils.

Report Summary

Scores By Section



Assurances Report

AdvancED Assurances

Assurance	Certified	Comment/Attachment
The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes	The Superintendent and Assistant Superintendent of School Improvement have attended three different training sessions provided by AdvancED. The information was then used to provide guidance to staff members throughout the school district and schools.
The system verifies that all institutions within its jurisdiction meet the AdvancED Standards for Schools. Attach a description of the quality assurance process used to monitor the institutions.	Yes	
The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	The district and schools monitor all financial transactions through an accounting system. All accounting information will be provided, upon request, by Mrs. Bridgett Holder, Financial Director, Meriwether County School System.
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	The district and schools meet to review, update, and monitor the progress of implementation regularly. The System level Improvement plan is attached. The school level plans are attached to their respective assurance pages. <u>Attachment:</u>

<p>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)</p>	<p>Yes</p>	<p>The system and schools maintain a safety plan. There are both system wide and school level safety teams that meet on a regular basis. The committees work in conjunction with the school resource officers, the Meriwether County Sheriff's Department, the Meriwether County Emergency Management/911 Office, parents and other community stakeholders. The system plan, which includes the school plans, is attached here. <u>Attachment: MCSS Safety and Emergency Plan 2012-2013</u></p>
<p>The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to:</p> <ul style="list-style-type: none"> •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 	<p>Yes</p>	<p>Please see the attached document <u>Attachment: Substantive Changes in the Meriwether County School District</u></p>

Stakeholder Feedback Diagnostic

Introduction

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

Criteria for Assessing Stakeholder Feedback

Statement or Question	Response	Evidence	Rating
Select the rubric level obtained from the Stakeholder Feedback Worksheet.	Level 3: Minimum response rate was met. All surveys had an average item value of 3.20 or above (on a 5.0 scale).	<ul style="list-style-type: none"> •Evidence of survey responses •Evidence of survey response rates 	Level 3

Areas of Notable Achievement

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

The system level response is a summary of the school level reports.

George E. Washington Elementary:

100% of our staff responded positively to Question 1, Our school's purpose statement is clearly focused on student success.

97.87% of our staff responded positively to Question 5, Our school has a continuous improvement process based on data, goals, actions, and measures for growth. (the remaining 2.13% were neutral)

100% of our staff responded positively to Question 9, Our school's leaders expect staff members to hold all students to high academic standards.

100% of our staff responded positively to Question 46. Our school maintains facilities that contribute to a safe environment.

99.38% of our early elementary students responded positively to Question 11. My school has books for me to read.

99.39% of our elementary students responded positively to Question 5. In my school my teachers want me to do my best work.

97.58% of our elementary students responded positively to Question 6. My teachers help me learn things I will need in the future.

Mountain View Elementary School: Purpose and Direction

Using results for Continuous Improvement.

Unity Elementary School:

Student and Staff Surveys rated a high level of satisfaction for Standard 1: Purpose and Direction.

The Parent Survey reflects a high level of satisfaction for Standard 3: Teaching and Assessing for Student Learning.

Greenville Middle School:

The area that indicate the overall highest level of satisfaction or approval is:

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-Children see a relationship between what is being taught and his/her everyday life.

-Staff feels that the school's purpose statement is clearly focused on student success. And that the school has a continuous improvement process based on data, goals, actions and measures the growth.

-Parents and students

Manchester Middle School:

After analyzing the survey results from all stakeholders, we discovered several areas of satisfaction and approval.

According to the parent survey, 80% of parents agree that our school's purpose statement is clearly focused on student success and that our school has established goals and a plan for improving student learning. Another area that parents agree MMS is effective is in assuring that students know the learning expectations. This is evident in the survey data that revealed 93% of parents agree that their child knows the expectations for learning in all classes. Another area that 80% of parents agree on is our school provides a safe learning environment. The survey also revealed that 80% of parents feel their child has at least one adult advocate in the school. Parents also feel that their children are given multiple assessments to measure understanding of what has been taught.

According to the student survey, a high percentage of students agree that the principal and teachers have high expectations for them and that a high quality education is offered. Students also feel that all of their teachers use tests, projects, presentations, and portfolios to check their understanding of what has been taught. This aligns with the parent response to teachers giving assessments to measure understanding.

According to the staff survey, 80.49% of the staff agree that our school's purpose statement is closely focused on students success. Another area that 82% of the staff agree on is that our school's leaders hold all staff members accountable for student learning. They also agree that school leaders regularly evaluate staff members on criteria designed to improve teaching and learning. A high percentage of staff members also agree that all members of the staff receive continuous professional development based on identified needs of the school and that our school provides qualified staff members to support student learning.

Greenville High School:

We received the highest level of satisfaction the area of Purpose and Direction from our staff and our parents.

Our students survey indicated that their highest level of satisfaction was in the area of Teaching and Learning.

Manchester High School:

Parents are generally pleased with the climate of the school. Areas noted as concerns are being addressed by the new administrative team.

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

George E Washington Elementary:

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

In our Faculty Survey which was administered in the Fall and the Winter, we have an increase in the number of Faculty members who responded positively to the following statement: The School Better Seekers Team (BST) is an effective and significant part of our school and is an example of shared leadership. The percentage increased from 79.3% to 84.8%.

We also had an increase in the number of faculty members who responded positively to the following statement: Administrators are supportive, attentive, and listen to concerns and suggestions for improvement. The percentage increased from 96.3% to 100%.

Mountain View Elementary School:

Using results for Continuous Improvement.

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

Purpose and Direction

Stakeholder Feedback Diagnostic

Unity Elementary School:

Standard 2 shows a trend towards increasing stakeholder satisfaction or approval based on the Parent and Staff Survey.

Greenville Middle School:

The stakeholders feel that the children know the expectations for learning in all classes.

Stakeholders feel that all teachers use a variety of teaching methods and learning activities to help develop the skills students will need to succeed.

Manchester Middle School:

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Recent surveys have shown that our stakeholders feel that the expectations for students' success is growing. As we work on better communications with stakeholders, they have gained a better understanding of the variety of strategies we use to improve student success.

Another upward trend in satisfaction is the relationship piece that we are working to improve between staff and students. Eighty percent of our parents feel that each student has at least one advocate in the building. This is an increase from previous surveys.

Greenville High School:

Students appear to have a positive trend across the area of Teaching and Learning. None of those responses fell below 3.04

Manchester High School:

Focusing on instructional improvement and consistency in enforcement of expectations.

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

George E Washington Elementary:

100% of our staff responded positively to Question 46. Our school maintains facilities that contribute to a safe environment. This is consistent with our Fall Faculty Survey where 96.8% of our Faculty responded to the statement: Faculty, Staff, and Students feel safe at George E. Washington. (with one neutral response).

Mountain View Elementary School:

Purpose and Direction

Stakeholder Feedback Diagnostic

Unity Elementary School:

Other survey sources have shown teaching and assessment as a strength. The stakeholder survey also reflects that Standard 3 is also viewed as a strength. Other school data has shown that Standard 4 is a weakness. The Staff Stakeholder Survey also shows that Standard 4 continues to be a weakness due to lack of resources.

Greenville Middle School:

The school having a continuous improvement process based on data, goals, actions and measures of growth.

Manchester Middle School:

Other stakeholder feedback sources indicate much of the same findings for areas of satisfaction and approval. Stakeholders consistently agree that our school's mission and purpose are clearly focused on student achievement, teachers and administration have high expectations and communicate learning expectations, multiple assessments are given to assess student learning, and that we have a safe, clean environment that contributes to student success.

Greenville High School:

All of these responses are consistent with findings from other sources. The parents and teachers have expressed that they see a positive trend in the area of Governance.

Manchester High School:

Students and teachers are also expressing satisfaction with consistency in expectations.

Areas in Need of Improvement

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

George E. Washington Elementary:

Only 63.04% of staff members responded positively to Question 17. All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.

Only 63.04% of staff members responded positively to Question 19. All teachers in our school use a variety of technologies as instructional resources.

Only 58.07% of staff members responded positively to Question 24. All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.

Only 65.22% of staff members responded positively to Question 38. Our school provides sufficient material resources to meet student needs.

8.07% of early elementary students responded negatively to Question 5. My teacher makes me think.

Only 39.39% of elementary students responded positively to Question 4. In my school students treat adults with respect.

Only 64.85% of elementary students responded positively to Question 10. My teachers ask my family to come to school activities.

Mountain View Elementary:

Resources and Support Systems

Unity Elementary School:

Stakeholders' surveys reflect three different views. The Parent survey shows Standard 1 as the lowest level of satisfaction. The Staff Survey shows Standard 4 as the lowest level of satisfaction. The Student Survey shows Standard 2 as the lowest level of satisfaction.

Greenville Middle School:

The area that indicated the overall lowest level of satisfaction or approval is Resources and Support Systems.

Manchester Middle School:

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Parents indicated that Resources and Support systems was the lowest area.

The staff's lowest area of satisfaction was with Teaching and Assessing for Learning.

The students' lowest area of satisfaction was with Governance and Leadership.

Greenville High School:

The parents' lowest area of satisfaction was with Resources and Support systems, particularly in the area of the school's providing opportunities for students to participate in activities that interest them.

The staff's lowest area of satisfaction was with Teaching and Assessing for Learning.

The students' lowest area of satisfaction was with Governance and Leadership.

Manchester High School:

Several parents expressed a desire for more communication, a goal that our organization has responded to well, yet some of the descriptive feedback indicates a need for more positive communication.

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

George E. Washington Elementary School:

The number of Faculty members that responded positively to the following statement decreased from 93.1% to 80% from our Fall Faculty Survey to our Winter Faculty Survey: Discipline by Teachers: The discipline policy is applied fairly to all students.

The number of Faculty members that responded positively to the following statement decreased from 100% to 87.8% from our Fall Faculty Survey to our Winter Faculty Survey: Faculty and staff members work toward common goals.

Mountain View Elementary School:

Teaching and Assessing for Learning

Unity Elementary School:

This is also reflected on other school data. Lack of resources is a trend seen across the county due to budget cuts.

Greenville Middle School:

Stakeholders feel that the schools building and grounds are in need of repair. The school needs to provide adequate supply of learning resources that are current and in good condition and meet the needs of students.

Manchester Middle School:

Greenville High School:

Most areas seem to be on the rise, but there seems to be a gap in the perceptions of the various stakeholders.

Manchester High School:

Several parents expressed a desire for more communication, a goal that our organization has responded to well, yet some of the descriptive feedback indicates a need for more positive communication.

What are the implications for these stakeholder perceptions?

George E. Washington Elementary School:

During the 2011-2012 school year, George E. Washington inherited 2 new administrators which could be an indication of why some percentage scores to specific questions were much higher the previous year than the 2012-2013 school year. This drop in percentage could possibly be related to the faculty and staff trying to familiarize and acclimate themselves with the new leadership styles and requirements asked of them by the new administration. Also, with the induction of the common core standards, many faculty and staff members feel overwhelmed and apprehensive about the implementation of these standards in the classroom, which in turn causes much anxiety and frustration among the faculty and staff members.

Although percentage scores dropped for specific survey questions, George E. Washington Elementary will continue to strive to go the extra mile by doing whatever it takes to ensure students learn and achieve.

Mountain View Elementary:

One area of focus for Mountain View Elementary has been to communicate our purpose with all stakeholders. We have worked to use a variety of methods such as meetings, trainings, activities, web pages, newsletters, newspaper articles, and social media to not only share our

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purpose, but help create and work toward our purpose with all stakeholders. We believe this effort has proven beneficial based on the stakeholder feedback received in the survey.

Unity Elementary School:

Stakeholders may assume classrooms lack resources, however; current resources for Common Core and math strategies have been provided for all teachers. As a school, we need to do a better job communicating what resources are available for students.

Greenville Middle School:

The cleaner school with adequate resources will improve perceptions of all stakeholders.

Manchester Middle School:

Greenville High School:

We must continue to inform all stakeholders of our mission, vision and goals. Communicating with the stakeholders will lead to better understanding of what is taking place in our school.

Manchester High School:

Our goal is for our stakeholders to express greater satisfaction in all areas of school performance. Our initiatives to respond to perception data will require some time before we can evaluate the degree to which our initiatives are producing desired results.

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

George E. Washington Elementary School:

Only 87.6% of our faculty responded positively on our Winter faculty survey to the statement, Teachers adjust instruction to meet the diverse needs of our students. This is consistent with Question 16. All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice, in which 87.39% of the staff responded positively.

Mountain View Elementary School:

Resources and Support Systems

Unity Elementary School:

Standard 4: Resources and Support Systems - Lack of resources continues to be an issue for our school system.

Greenville Middle School:

All findings listed are consistent with findings from other stakeholder feedback in regards to this being older school building.

Manchester Middle School:

Other stakeholder feedback sources indicate much of the same findings for areas of satisfaction and approval. Stakeholders consistently agree that our school's mission and purpose are clearly focused on student achievement, teachers and administration have high expectations and communicate learning expectations, multiple assessments are given to assess student learning, and that we have a safe, clean environment that contributes to student success.

Greenville High School:

Teachers and parents have shared that governance is a great strength for Greenville High School.

Manchester High School:

The quality of learning experiences and academic expectations are echoed in students' responses to perception questions.

Student Performance Diagnostic

Introduction

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

Assessment Scores

Label	Question	Value
1. Quality Score	Enter the average assessment quality score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	3.6500000953674316

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

Label	Question	Value
3. Disaggregation/Analysis Score	Enter the average disaggregation/analysis score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	3.809999942779541

Label	Question	Value
4. Student Results Status Score	Enter the average student results status score from the Student Performance Worksheet.	15.430000305175781

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

Label	Question	Value
6. Overall Student Performance Score	Enter the average overall student performance score from the Student Performance Worksheet.	30.739999771118164

Areas of Notable Achievement

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

GEWES:

Reading and Science.

MVES:

ELA, Science

UES:

ELA, Science, and Social Studies

GMS:

None

MMS:

Reading, ELA and 7th Grade Math

GHS:

Economics, Writing and Math I

MHS:

Impacted by transitions in curriculum and assessments: Longitudinal analyses are required to answer the question, and as new curricula and newly-aligned assessments are being implemented, trends will become observable.

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

GEWES:

When analyzing our Reading, ELA, and Science performance as measured by the CRCT with the 2011 year being the baseline and 2012 being the current score, we have a positive trend in performance. Our Math Universal Screener (GRASP) shows a positive trend in data from the Fall 2012 to the Winter 2012 benchmark Concepts and Application assessments.

MVES:

We had an increase in the number of students exceeding in all subject areas. We had an increase in the number of students moving out of did not meet in all subject areas except reading. Reading remained the same as the previous year.

UES:

We had an increase in Science and Social Studies CRCT scores. This could be contributed to improved resources, increased professional
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development, and staff changes. GRASP data also shows an increase in Math from Fall 2012 - Winter 2012.

GMS:

Although the scores are still low; there is a positive trend in the scores of Science and Social Studies from the baseline to the current assessment administration.

MMS:

A positive trend in performance continues with students with disabilities in reading. In 2011, 41% of SWD did not meet expectations in reading. In 2012, only 9% of SWD did not meet expectations. We also saw growth in social studies. In 2011, 62.6% of students met or exceeded expectations in social studies. In 2012, 71.6% of students met or exceeded expectations. We are also experiencing an increase in Grasp Reading Maze. In 6th and 8th grade we improved from fall 2012 to winter 2013 by 10%. Seventh grade improved by 6.6%.

GHS:

All areas show a positive trend in performance.

MHS:

Impacted by transitions in curriculum and assessments: Longitudinal analyses are required to answer the question, and as new curricula and newly-aligned assessments are being implemented, trends will become observable.

Which area(s) indicate the overall highest performance?

GEWES:

Math based on our Universal Screener given in Fall 2012 and Winter 2012, with a 0.26 improvement score.

MVES:

ELA had the most students scoring meets or exceeds.

UES:

Science and Social Studies show a gain of 0.10. Also, GRASP has shown a 0.42 increase.

GMS:

ELA and Reading

MMS:

ELA and Reading

GHS:

Writing and Economics

MHS:

Literature courses and writing: American Literature EOCT 81% M/E, 9th Literature EOCT 80% M/E, and GHSGWT 94% M/E.

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

According to our CRCT data as reported on the Student Longitudinal Data System (SLDS) the following subgroups have shown improvement in performance from the 2011 to the 2012 test administration:

Males students increased the percentage of students who met or exceeded the standards in ELA from 72.2% to 75.4%.

Males increase the percentage of students who met or exceeded the standards in Reading from 68.4% to 72.1%.

Males increase the percentage of students who met or exceeded the standards in Science from 51.3% to 55.5%.

Females increase the percentage of students who met or exceeded the standards in Science from 55.1% to 67.8%.

Non-SWD students increased the percentage of students who met or exceeded the standards in ELA from 82.1% to 85.4%

Non-SWD students increased the percentage of students who met or exceeded the standards in Science from 54.6% to 66.2%.

Black students increased the percentage of students who met or exceeded the standards in Science from 46.8 to 57.5%.

White students increased the percentage of students who met or exceeded the standards in ELA from 88.5% to 91.2%.

MVES:

The SWD group showed a trend of increasing performance in the areas of ELA, math, and science. The black subgroup showed a trend of increasing performance in ELA, math, science, and social studies. The white subgroup showed a trend of increasing performance in all subject areas.

UES:

For Reading, the percentage of SWD students that met or exceeded in 11-12 was 64.2% and 10-11 was 57.8%. When looking at only the "Meets Expectations" category it showed that the black students out performed the white students by 12.5% in Reading and 6.1% in Math.

GMS:

White females and Hispanics show a trend towards increasing performance.

MMS:

The subgroup, black, improved in 7th grade math in 2012. There is not a significant gap in reading scores for black - white subgroups. Both subgroups improved from 2011 to 2012 about the same percentage. The gap for SWD is declining in reading and more students are meeting or exceeding expectations.

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GHS:

All subgroups(white, black, economic disadvantaged) show a trend in increasing performance.

MHS:

Impacted by transitions in curriculum and assessments: Longitudinal analyses are required to answer the question, and as new curricula and newly-aligned assessments are being implemented, trends will become observable.

Between which subgroups is the achievement gap closing?

GEWES:

According to our CRCT data as reported on the Student Longitudinal Data System (SLDS) the following subgroups have shown a decrease in the performance gap from the 2011 to the 2012 test administration:

The percentage difference between male and female students who did not meet the standards on the CRCT in ELA has decreased from 14% to 9.7%.

The percentage difference between male and female students who did not meet the standards on the CRCT in Math has decreased from 8.1% to 4%.

The percentage difference between male and female students who did not meet the standards on the CRCT in Reading has decreased from 16.2% to 9.7%.

The percentage difference between Black and White students who did not meet the standards on the CRCT in Math has decreased from 23.6% to 6%.

The percentage difference between Black and White students who did not meet the standards on the CRCT in Reading has decreased from 14.5% to 10.9%.

The percentage difference between Black and White students who did not meet the standards on the CRCT in Science has decreased from 27.3% to 13.9%.

The percentage difference between Black and White students who did not meet the standards on the CRCT in Social Studies has decreased from 15.7% to 6.7%.

MVES:

SWD in the area of Social Studies.

UES:

In the "Meets Expectations" for Math category the black-white gap was smaller with black students scoring 53.1% compared to white

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students scoring 47.0%.

GMS:

Between the Blacks and Whites subgroups the achievement gap is closing.

MMS:

The gap is closing between regular education and Students with disabilities in reading.

GHS:

We are closing the gap between black students and white students.

MHS:

African American students and White students.

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

GEWES:

Our Reading Universal screener has shown an overall increase in the percentage of students meeting the cutscore from the Fall 2012 screening to the Winter 2012 screener in Fluency in 2nd and 5th grade and in Comprehension in 2nd, 3rd, 4th, and 5th grade:

2nd grade Fluency screener has increased from 47.1% to 55.7% of students meeting the cut score.

5th grade Fluency screener has increased from 54.8% to 56.9% of students meeting the cut score.

2nd grade Maze Comprehension screener has increased from 28.3% to 28.9% of students meeting the cut score.

3rd grade Maze Comprehension screener has increased from 35.9% to 50.8% of students meeting the cut score.

4th grade Maze Comprehension screener has increased from 34.0% to 72.2% of students meeting the cut score.

5th grade Maze Comprehension screener has increased from 43.5% to 63.3% of students meeting the cut score.

MVES:

Last year we administered the MAP Assessment. The SWD subgroup did not perform as well as the all subgroup in the areas of Science and Social Studies.

UES:

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Fall baseline GRASP data showed that Math was a lower student achievement area for grades 2nd - 5th.

GMS:

All of the above reported findings are consistent with the findings of other data sources.

MMS:

Grasp data from fall 2012 to 2013 showed very little or no improvement in math fluency across all grades and all subgroups.

GHS:

All reported findings are consistent.

MHS:

All reported findings are consistent.

Areas in Need of Improvement

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

GEWES:

The area that shows the lowest improvement is Writing based on the 5th Grade Writing Assessment with a -0.1 improvement score.

MVES:

Math and Social Studies for all subgroups. Reading for the black subgroup.

UES:

Reading and Math

GMS:

The areas of Math, Science and Social Studies are below the expected level of performance.

MMS:

Social studies and science continue to have low results in students meeting or exceeding expectations. Also, 8th grade math continues to be an area where students are not continuing an upward trend. 8th grade math results continue to improve one year and then decrease the next. New teachers each year could contribute to this concern.

GHS:

Based on state performance index averages, we are below the state expected performance levels in all areas with the exception of Writing, Math I and U.S. History.

MHS:

Mathematics

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

GEWES:

When analyzing our Math and Writing performance as measured by the CRCT and the Georgia Writing Assessment, we have a negative trend in performance from the 2011 administration to the 2012 administration of these assessments.

MVES:

In the area of reading, the data shows that we are not making progress in our black subgroup, and our students with disabilities subgroup. Our SWD subgroup is also not showing progress in the area of social studies.

UES:

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Math - The percentage of all students who met or exceeded in Math for 2011-2012 was 60.8%. For the SWD sub-group in Math the percentage that met or exceeded in 11-12 was 39.3% and in 10-11 was 40.6%.

GMS:

The area of Science and Social Studies show a negative trend in performance.

MMS:

A negative trend is the 8th grade math scores. The scores dropped by around 10% from 2011 to 2012. A new teacher to this content area could have some affect on the drop.

GHS:

Biology shows a slightly negative trend.

MHS:

Impacted by transitions in curriculum and assessments: Longitudinal analyses are required to answer the question, and as new curricula and newly-aligned assessments are being implemented, trends will become observable.

Which area(s) indicate the overall lowest performance?

GEWES:

The area that shows the lowest improvement is Writing based on the 5th Grade Writing Assessment with a -0.15 improvement score.

MVES:

Social Studies and Science.

UES:

CRCT data shows that Number and Operations is our overall lowest Math performance for 2012.

GMS:

Science

MMS:

CRCT data shows in 2011 and 2012 that Algebra and Numbers and Operation are areas of concern for our school.

Also in reading, media information and vocabulary acquisition are the areas of concern for this content area.

GHS:

Math II

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MHS:

Mathematics courses

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

GEWES:

According to our CRCT data as reported on the Student Longitudinal Data System (SLDS) the following subgroups have shown a decrease in performance for the 2011 to the 2012 test administration:

Female students increased the percentage of students who did not meet the standards in ELA from 13.8% to 14.9%.

Female students increased the percentage of students who did not meet the standards in Math from 35.4% to 39.3%.

Female students increased the percentage of students who did not meet the standards in Reading from 15.5% to 18.2%.

SWD students increased the percentage of students who did not meet the standards in ELA from 42.1% to 45.5%.

SWD students increased the percentage of students who did not meet the standards in Math from 63.2% to 68.2%.

SWD students increased the percentage of students who did not meet the standards in Reading from 30.0% to 37.5%.

White students increased the percentage of students who did not meet the standards in Math from 20.0% to 37.1%.

White students increased the percentage of students who did not meet the standards in Social Studies from 22.2% to 31.4%.

MVES:

SWD in the area of Social Studies.

UES:

For the SWD sub-group in Math the percentage that met or exceeded in 11-12 was 39.3%, 10-11 was 40.6%, and in 09-10 the percentage was 44.4%, this was an increase from 08-09 where the SWD group scored 30%. However, when looking at only the "Meets Expectations" category it showed that the black students outperformed the white students by 6.1% in Math. The percentage of white students that exceeded in Math was 19.3%, while black students had 4.2% score in the exceeds category. In the "Meets Expectations" for Math category the black-white gap was smaller with black students scoring 53.1% compared to white students scoring 47%.

GMS:

The Black and SWD subgroups show a trend toward decreasing performance.

MMS:

The male subgroup shows a decrease in performance on the math CRCT in 2012. In 2011, 81.3% met or exceeded expectations. This dropped to 71% meeting or exceeding in 2012. Students with disabilities showed a drop in meeting/exceeding in 2011 in math on the CRCT.

GHS:

All subgroups are showing progress.

MHS:

African American students and White students

Between which subgroups is the achievement gap becoming greater?

GEWES:

According to our CRCT data as reported on the Student Longitudinal Data System (SLDS) the following subgroups have shown a increase in the performance gap from the 2011 to the 2012 test administration:

The percentage difference between male and female students who did not meet the standards on the CRCT in Science has increased from 3.8% to 13.3%.

The percentage difference between black and white students who did not meet the standards on the CRCT in ELA has increased from 11.1% to 14.2%.

The percentage difference between SWD and non-SWD students who did not meet the standards on the CRCT has increased in all areas:

ELA from 24.2% to 30.9%, Math from 26.7% to 31.6%, Reading from 7.4% to 17.8%, Science from 12.5% to 27.1%, Social Studies from 20% to 25%.

MVES:

SWD subgroup compared to the all subgroup in the areas of Science and Social Studies. Although the SWD subgroup improved in Science, the all subgroup improved more. In the area of Social Studies, the SWD subgroup percentage meeting or exceeding expectations decreased.

UES:

The percentage of white students that exceeded in Math was 19.3%, while black students had 4.2% score in the exceeds category. In the "Meets Expectations" for Math category the black-white gap was smaller with black students scoring 53.1% compared to white students scoring 47%.

GMS:

The achievement gap is becoming greater between the girls and boys and Regular students and SWD.

MMS:

Accreditation Report

Meriwether County School System

There was a drop in the female subgroup compared to the male subgroup in 2011 in the area of math. This changed for 2012 with more females meeting and exceeding expectations than males. All other subgroups maintained or saw an increase in reading and math.

GHS:

None

MHS:

African American students and White students.

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

GEWES:

Our third grade writing assessments from 2011 and 2012 are consistent with our 5th grade writing assessment scores indicating that writing is an area of weakness for our school. Our Fall GRASP Universal Screeners in Math Fluency and Math Concepts and Application both indicate that math is an area of weakness for our students.

MVES:

Last year we administered the MAP Assessment. The SWD subgroup did not perform as well as the all subgroup in the areas of Science

UES:

Fall baseline GRASP data showed that Math was a lower student achievement area for grades 2nd - 5th.

All of the above reported findings are consistent with the findings of other data sources.

GMS:

All of the above reported findings are consistent with the findings of other data sources.

MMS:

Grasp data from fall 2012 to 2013 showed very little or no improvement in math fluency across all grades and all subgroups.

GHS:

All reported findings are consistent.

MHS:

