Accreditation Report

Fayette 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?

The Fayette County Public School District, established in 1929, is located 40 minutes south of downtown Atlanta and 20 minutes south of the Atlanta airport. The system, considered part of the Atlanta metro district, serves 20,190 students from the cities of Fayetteville, Peachtree City, Brooks and Tyrone. Twenty four schools (14 elementary, 5 middle, 5 high) and three programs (Open Campus, Alternative School, Mainstay) form the educational body of the system.

In the spring of 2013 the five high schools sent 1,685 graduates to explore new horizons. Of those graduates 90% matriculated to post secondary education at colleges and universities and 4% went to technical colleges. Joining military training were 3% of those graduates, and 3% moved directly into the work force.

For the 2013-2014 school year, the student demographics are as follows: White 71%, African American 26%, Hispanic 1%, and Native American/Asian/Pacific Islander 2%. Special Populations include Students with Disabilities 8%, Economically Disadvantaged 26%, Gifted 19%, and English Language Learners 4%. Forty-three different languages are spoken as our student's native language. Advanced Placement courses are offered in each of the five high schools and presently 1,623 students are enrolled in AP classes.   One hundred and eighty five students participate in dual enrollment.

The Fayette County faculty is 20% male and 80% female with 91% White, 8% African American and 1% Asian, Native American, Hispanic and Multiracial. Bachelor's degrees are held by 318 faculty members, Master's 641, Specialist's 311 and 33 faculty members hold Doctorate degrees.

In order to focus the community on economic development for the future, the Fayette County Chamber of Commerce coordinated with local businesses and governments to spearhead the Fayette Visioning Initiative (FVI). The FVI surveyed citizens of the county. This report draws heavily from the FVI because a major focus reflects community interest in and support for the school system. In the FVI, the community defines the school system as the "crown jewel of Fayette County" and a major draw for most residents as well as a strategic partner planning for future economic development. (Fayette Visioning Initiative, Competitive Assessment: retrieved 2/19/14 from: http://www.fayettevision.org/), 16.

The FVI description of the population trends is quite comprehensive.
"During the 1970s and 1980s annual growth rates were between eight and 10 percent, outpacing Metro Atlanta's annual rates of between two and three percent. During this period (1970-1990), Fayette County captured 4.2 percent of total metro population growth. Population growth began to slow in the 1990s, averaging just less than four percent per year, essentially matching the growth rate of the metro region. Over the past six years, annual growth rates have decreased to below one percent. Between 2006 and 2012, population in Fayette County grew by 3.3 percent well shy of the 10.2 percent and 5.2 percent posted by metro Atlanta and the nation, respectively. In terms of raw numbers, Fayette County has only added 3,425 residents since 2006, a figure that was eclipsed on a yearly basis in the 1980s and 1990s. Stakeholders in Fayette County are well aware of the age shift occurring and expressed concern that the county is becoming a retirement destination, rather than the family-focused community it became a decade ago. The 'silver Tsunami' is a reality in Fayette County. As youth in the county have grown up and left home, leaving their parents aging in place, many either do not come back because they cannot afford to

or because there is absence of the types of housing and amenities that area attractive to their demographic." (Fayette Visioning Initiative, 6.)

A total of 107,524 people make up the population of Fayette County with 66.8% of those being White not Hispanic, 20.6% African American not Hispanic, 6.7% Hispanic, .1% Native American, 4.6% Asian/Pacific Islander and Other 1.2%. The age distribution supports the "silver Tsunami" with the following:

   0-17- 24.3%   18-24 - 8.3%   25-44 - 20.1%   45-64 - 32.8%   65+ - 14.6%

In 2012, the median household income was $79,550, with the household income distribution as follows:

>$100,000 - 39.1%   60-100,00 - 24.1%   45-60,000 - 10.3%   25-45,000 - 13.5%   <$25,000 - 13.0%

The FVI identified 2 challenges facing the system.

"One major aspect of ensuring that Fayette County remains a top ranked school district is attracting and retaining quality teachers, which requires competitive salaries, affordable housing opportunities, and the ability to be innovative in the classroom.' (19)

Another challenge identified by FVI is a perception of varying quality of schools based on racial and ethnic composition of the student body. 'Increasing racial and socioeconomic diversity has presented challenges to schools across the districts, leading to cultures and approaches to instruction that vary by schools and their population makeup. In nearly every conversation about the public school system, it was clear that there was an implied hierarchy of school quality based on the socioeconomic and racial make-up of the student body. Stakeholders indicated that not all schools are equal in the county, and some parents have been intentional in making sure their students are not moved to schools deemed of lesser quality. . . However, despite these perceptions, all the high schools in Fayette County had average SAT scores and ACT scores above the Georgia average in 2013. In terms of graduation rates, every single school was above the state average in 2012, though there is disparity ranging from Fayette County High School (75 percent) to Whitewater High School (92 percent)." (18)

Through the self study and the information gathered from the Fayette Visioning Initiative, the school system leadership has focused on the perceptions of staff, students, parents, and the community. Evaluation of current practice is an on-going effort to follow a model of continuous improvement in order to better serve the students of Fayette County.

System's Purpose

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

The Board of Education's primary functions are to develop and adopt policies by which schools are administered, to continually evaluate the effectiveness of these policies and to make certain that they are administered as the board intended. The administration of the educational program and the school business is the responsibility of the superintendent of schools and his staff.

The vision of the Fayette County Board of Education: Our students will be capable of living and working effectively, responsibly, and productively in a global environment.

The mission of the Fayette County Board of Education is to deliver effective instruction and set high expectations resulting in continued improvement in student achievement.

We believe . . .
- Public education is the foundation of a free society
- Schools exist to promote the intellectual, social, and personal development of all students
- All children can learn in a safe, supportive, and nurturing environment
- Education is a partnership among students, families, schools, and community
- Students should be prepared as independent, productive problem solvers to successfully meet the challenges of the
          future.

The day-to-day operation of the school system embodies this mission and purpose through the high expectations for student learning. The goal is for all students to master state curriculum standards and exceed on measures of performance so that they can become responsible, productive citizens. In order to accomplish this goal teachers plan and implement standards-based, differentiated lessons considering content, process, product, environment, and student readiness. Teachers utilize a variety of resources to assess student readiness for learning including quarterly mathematics benchmarks, reading inventories, writing benchmarks, and other assessments developed collaboratively across disciplines. This assessment data informs teacher planning.

There is a county-wide pyramid of intervention in place to meet the needs of learners who need support or remediation.
- Fayette County Response to Intervention (RtI) includes all students
- A blend of standard protocol and data-based problem solving is used to address student needs
- The focus is not on special education placement, but on improving student outcomes
- RtI is foremost a way of measuring progress of students, schools, and the district as a whole
- County level mandates are broad in scope in an effort to allow individual schools to personalize RtI and include it as an important part of school improvement plans.

Fayette County uses a blended model for Early Intervention Program (EIP). Elementary and middle schools also offer services to at-risk students through After School Reading and Math (ARM). Connections classes in middle school are available for students with needs in reading and math. Teachers also implement a variety of classroom-based interventions including academic, behavioral, and speech. Speech Language Pathologists help teachers develop articulation and language acquisition interventions.

Fayette County has 9 Title I schools: 7 elementary and 2 middle schools. A mix of targeted and whole school assistance are the delivery models. Learning supports include instructional paraprofessionals, afterschool and weekend classes, and instructional materials. The Title schools work to involve parents in the school through parent workshops, written communication, and special programs.

In addition to the interventions listed above, all middle and high schools schedule instructional focus (IF) periods. During the IF period, students needing additional support in a subject can meet with a teacher. Additionally, students in accelerated or Advanced Placement classes can meet with their teachers for targeted learning. Teachers plan special learning opportunities for IF to provide all students with skills necessary for academic success. The Open Campus Program is available for students who do not find success in a traditional high school setting or hold a job during the regular school day.

The backbone of the special education program is providing specialized instruction in the least restrictive environment to the greatest extent possible. A continuum of services is utilized to meet the unique needs of students with disabilities, from consultative services to highly specialized programming. IEP teams strive to develop innovative and excellent individualized programs so that students can be successful and achieve their goals.

For able learners, Fayette County offers a variety of enrichment opportunities. Elementary students are served in resource gifted programs that focus on integrated lessons that emphasize creativity and research skills aligned to the Georgia Gifted Program Standards and the Common Core Georgia Performance Standards for College and Career Readiness. Middle school gifted students experience gifted delivery through advanced content resource classes in English language arts, science, and social studies. Strong math students are able to take accelerated mathematics. In middle school, interested students have the opportunity to study a world language for high school credit beginning in eighth grade. Our high schools have comprehensive gifted course offerings for ninth and tenth grade. Beginning in tenth grade, interested students can opt to take Advanced Placement (AP) Statistics or World History. Beginning in eleventh grade, interested students can take a full complement of AP courses. If a student is interested in dual enrollment, there is ample opportunity given ready access to the Peachtree City campus of Clayton State College and State University and Southern Crescent College. Fayette County also offers seventeen career pathways in Career and Technical Education.

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.

2011-2012

- Peachtree City Elementary National Blue Ribbon School

- Peeples Elementary and McIntosh High are Georgia Schools of Excellence

- 1,241 students took AP exams in 2011 - 314 achieved an AP Scholar designation: 7 -National AP Scholar award, 99 - AP
        Scholar with Distinction, 73 - AP Scholar with Honors, and 135 - AP Scholar designation.

- 2011 SAT average score for the school system (1550). The school systems' average score remains above both
        state and national averages in all test sections: reading, math and writing.

- 2011 ACT composite score for the school system was 23.0. State schools scored 20.6 and schools nationwide scored
        21.1.

- Fayette Middle named a 2011 National Title I Distinguished School by the National Title I Association in recognition of the
        school's exceptional performance by exceeding Adequate Yearly Progress (AYP) every year.

- Pacesetter award given to the Exceptional Children's Program by the Georgia Department of Education in recognition of
        excellence in the education of students with disabilities. The system has received the award for nine consecutive
        years and is the only system to receive the honor since its inception.

- Over 60 percent of schools received Accountability Awards from the Georgia Governor's Office of Student Achievement.
        All five of Fayette's public high schools made Georgia's 2012 list of AP (Advanced Placement) Honor Schools, with each
        earning recognition in multiple categories based on the results of AP exams.

2012-2013

- AP participation and exam pass rate percentages increased to 76 %. The participation rate for Black/African-American
        juniors and seniors is 20 percent with a 63 percent pass rate. Likewise, the participation rate for Hispanic juniors and
        seniors is 23 percent with a 79 percent pass rate.

- Inman, Oak Grove, and Fayetteville Intermediate schools were named Reward Schools. The schools made the list under
        the "Highest-Performing School" category.

- 2012 Georgia High School Writing Test 98% met or exceeded standards. Eighty-six percent of special education grade
        11 first time test takers met or exceeded the standards.

- All five of Fayette's public high schools made Georgia's 2013 list of AP (Advanced Placement) Honor Schools, with each
        earning recognition in multiple categories based on the results of AP exams.
        Fayette County and Sandy Creek High schools - AP Access and Support Schools
        McIntosh and Starr's Mill High schools - AP Merit Schools
        Fayette County, McIntosh, Sandy Creek, Starr's Mill & Whitewater - AP STEM Schools
        Fayette County, McIntosh, Sandy Creek, Starr's Mill & Whitewater -AP STEM Achievement

- J.C. Booth Middle's Science Olympiad Team has clinched another state championship and will be one of two teams
        representing Georgia at the National Science Olympiad in May. This year marks Booth's 20th trip to the national
        competition.

The Georgia College and Career Ready Performance Index (CCRPI), shows Fayette County Public Schools among
        the top in the metro-Atlanta area and state. The average score for the school system's elementary schools is 94.8, the

second highest among the metro counties. The middle school average score is 94.6, also the second highest in the metro area. The high school average score is 85.9, the third highest of the metro counties.

Three Fayette County high schools are on the 2013 list of America's Most Challenging High Schools published by the Washington Post. The schools are McIntosh High, Starr's Mill High, and Whitewater High.

2013-2014

SkillsUSA students at Sandy Creek High brought home the first national wins for the chapter at the 2013 SkillsUSA National Leadership and Skills Conference, winning bronze medals in Prepared Speech and Mobile Electronics, respectively.

- The 2013 SAT composite scores show that the Fayette County Public School System placed in the top 3 percent of all school systems in the state, and is ranked fourth in metro-Atlanta and tied for fifth statewide. The 2013 composite score for Fayette is 1554.
- 2013 Reward and Alert Schools, both Inman Elementary and Oak Grove Elementary are among 78 Title I schools in the state designated as highest-performing schools.
- The Fayette County Public School System has been named a Title I Reward District by the Georgia Department of Education.

Areas of Change Impacting our District

During the last three years, Fayette County has experienced a change in leadership.

- June, 2010 - Dr. John DeCotis, Superintendent for 11 years retired.
- July 1, 2010 - Jan. 2011 -Deputy Superintendent Fred Oliver served as interim superintendent.
- January 2011-December 2012 - Dr. Jeff Bearden

    November 2011 -Board appoints a member to finish out the term of Dr. Sam Tolbert who passed away.
- January 2013-July 2013 - Interim Superintendent, Dan Colwell
- July 2013- present - Dr. Joseph Barrow

    Pending - Board to appoint a member to finish the term of a board member who stepped down to run for state office.

During January 2013-July 2013 our school system

- Closed 2 elementary schools, consolidated a K-2,3-5 school into one
- Closed the oldest middle school
- Redistricted and right sized all schools
- Eliminated first grade parapros and media parapros in middle and high school
- Eliminated 100 teaching positions to be more in line with state allocations and FTE earnings
- Eliminated one counselor at each middle school
- Eliminated one Assistant Principal at 4 of the 5 high schools
- Held approximately 18 school board meetings and 3 public hearings on school closings
- Eliminated two director positions and 18 support staff positions
- Our math, science, English, and reading coordinators who had been in position between 12 and 20 years all retired, and 4 new coordinators were selected. One new director is in place.

Areas of Focus for the next three years

1) Using technology for improving instruction and for extending opportunities for on-line learning

2) Implementing state required TKES and LKES which drive standards based teaching consistently and pervasively

3) Create Centers for Innovations in our high schools to meet student needs and expand program opportunities in Advanced Placement and for College and Career Readiness

4) Retaining and recruiting quality teachers

5) Revise the RtI process to be systemic and consistent throughout the system

Additional Information

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

Fayette County has a unique local character that draws families from across the globe. The school system is a strong attraction for residents. As stated in the FVI, "The quality of the local school system is the foundation on which much of the prosperity of Fayette County has been built. Stakeholders are fiercely proud of the local schools and recognize the importance of protecting and further nurturing such an asset. Exceptional educational attainment and income levels support the affluence of the community. The character and charm of the individual communities within Fayette County provide an array of options for residents, including rural, urban, and suburban living." (FVI, 4)

The school system serves the community well, as documented in the FVI, "Another competitive feature of the Fayette County school system is the comparatively low achievement gap between white and black students and white and Hispanic students. According to data published by the Georgia Department of Education, the average statewide graduation rate in 2012 for white students was 78 percent. For black students, the statewide graduation rate was 62 percent, creating a 16-point white-black achievement gap. The gap between Hispanic students (60 percent graduation rate in 2012) and white students was 18 percentage points. In Fayette County, the white-black achievement gap was 8.9 percentage points (88.8 percent graduation rate for whites compared to 79.9 percent graduation rate for blacks), and the white-Hispanic achievement gap was 14.8 percentage points (73.9 percent graduation rate for Hispanics). In 2013, the gaps are even smaller--the white-black achievement gap was 8.8 percentage points, and the white-Hispanic gap was 9.1 percentage points. The relatively small achievement gaps are laudable and likely reflect the fact that there is less disparity in educational attainment levels and incomes by race and ethnicity among parents in Fayette County." (FVI, p. 17)

And the community serves the school system well. A record number of local businesses and community members donate their time, talents, and resources to support the mission of the schools. There are 360 Partners in Education who assist the schools in a multitude of ways.

Community volunteers are involved through Volunteer Initiative to Assist Learning (V.I.T.A.L). These community members assist the schools by serving as both classroom and office assistants including tutoring, mentoring, and clerical support.

The Fayette Education Foundation supports professional learning in the school system. In 2013-2014, the Foundation underwrote two grade-level professional learning curriculum days. The Foundation also provides grants to teachers to implement instructional programs or purchase classroom resources.

Another exciting development in the county is Pinewood Studios. "Pinewood, a large U.K.-based company that provides production space for film and television, has acquired land and constructed a series of soundstages in Fayetteville. Pinewood Studios has spurred much excitement in the county." (FVI, p. 29)

Adding to the unique character of Fayette County is the prevalence of golf cart paths.
"One of the distinguishing aspects of alternative transportation in Fayette County is the use of golf carts. Primarily used in Peachtree City, golf carts have become an integral part of many households' transportation. Almost one-third of survey respondents said they rely on golf carts to get around on a regular basis (second only to personal cars). The use of golf carts has gained traction in Tyrone and Fayetteville as cart paths are being incorporated into local planning. Survey respondents were positive on the possibility of expanding the cart path network beyond Peachtree City. The growth and development of golf cart paths and trails is a distinguishing aspect of transportation within Peachtree

City. I never want to leave the golf cart paths. No one likes driving in traffic, and the paths give an alternative." (FVI, 40)

Despite the general good will between community and schools, the board decision to close schools, right size staff, and come in line with state supported staffing brought about community discontent.

"For many, the closing of local schools has been an affront to the fabric of local community. A survey respondent addressed the closing of the schools and wrote, "Too many people that were affected feel like their voices were never heard and the truth behind some of the decisions that were made was never made clear." Further, the school board has received much criticism for its handling of the crisis, but many public respondents also realize the financial challenges that the board was facing." (FVI, p. 16)

Fayette County Schools is facing the future with its challenges and opportunities with much anticipation. With strong community backing, outstanding professional educators, and world-class students, there are few challenges we cannot meet.

Self Assessment

Introduction

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

Purpose and Direction

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	The system's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•District purpose statements - past and present •Survey results •Documentation or description of the process for creating the district's purpose including the role of stakeholders •Examples of communications to stakeholders about the district's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the district's purpose and direction •Copy of strategic plan referencing the district purpose and direction and its effectiveness •Communication plan to stakeholders regarding the district's purpose •Fayette County Code of Ethics presentation School Improvement Plans on eBoard site Participation in Fayette Visioning Initiative Fayette County Educational Foundation County level Administrative Meeting agendas Monthly County Level Department Meetings agendas and minutes Infinite Campus Blasts Superintendent's Weekly Cabinet Newsletter	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	System policies and procedures outline the expectations for schools regarding a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success. System personnel monitor and maintain data about each school and provide feedback for the improvement of the implementation of the process to school personnel.	•Survey results •Agendas and/or minutes that reference a commitment to the components of the schools' purpose statements •Examples of school purpose statements if different from the district purpose statement •Examples of written stakeholder communications or marketing materials that portray the school purpose and direction •County level K-5 instructional support teachers for ELA and Math School Improvement Plans posted on FCBOE EBoard site School handbooks School Council Minutes	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. System leadership and staff share high expectations for professional practice.	•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 •Presentation and review of FTE Funding to maximize available funding. School Council Minutes PTO Meeting Minutes Faculty Meeting Agendas and Minutes	Level 3

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

Areas of Strength:

The Fayette County Superintendent is actively involved with the Chamber of Commerce as an ex-officio member of the Board of Directors. He is also a member of the Fayette Visioning Initiative Steering Committee.

The Fayette County Education Foundation is a 501 C3 organization whose purpose is to support the Fayette County School System's initiatives (ex: 2013-2014 school year this foundation provided funding for elementary grade level professional learning days that incorporated standards-based integrated instruction). This foundation is made-up of community business leaders, parents, retired educators, and active employees of the school system.

We have a district-wide Strategic Technology Plan that is monitored throughout the year by the district-level Strategic Technology Committee.

District-wide Assessment Plan where data is collected and shared with administrators, teachers, and students for the purpose of improving instructional strategies.

Annual summer leadership retreat for all administrators to establish yearly goals and procedures for implementation.

Actions to Sustain Strength:

Fayette County's Vision, Mission, and Belief statements are going to be updated to incorporate the County-Wide 5-year Visioning Plan that will be in place by the end of August 2014.

The Fayette County Education Foundation is a 501 C3 organization whose purpose is to support the Fayette County School System's initiatives. This foundation is comprised of community business leaders, parents, retired educators, and active employees of the school system. The future goal is to provide middle grade level professional learning days that incorporate standards-based integrated instruction, then high school grade level professional learning days that incorporated standards-based integrated instruction as funds become available.

Provide high definition video conferencing at each school to allow all students equitable access to curriculum and subject matter.

The district is currently creating district-level Student Learning Objectives (SLOs) for the 2014-2015 school year.

Areas of Needs Improvement:
Consistent communication throughout the school year regarding the District's Purpose & Direction.

Lack of content specialists at the elementary & middle grades to provide support for integrated, standards-based instruction.

Diversity training (ex: work with Curriculum and Instruction (C&I) Coordinators and community groups to improve culturally responsive instructional strategies)

Process to document and analyze how leadership is improving accountability measures at all school levels

A systemic Response to Intervention process

Plans for Improvement:
Consistent communication regarding the District's Purpose & Direction will be incorporated in future school improvement plans & in a district-wide learning management system.

Restructure school-level curriculum contacts into content specialists in all areas in order to provide support for integrated standards-based instruction.

Expand diversity training opportunities (ex: work with C&I Coordinators and community groups to improve culturally responsive instructional strategies).

Professional development & implementation throughout the district of the Teacher Keys Evaluation System Process including the development of SLOs.

Governance and Leadership

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

Overall Rating: 3.0

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.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •District operations manuals •Communications to stakeholder about policy revisions •School handbooks •Podcasts of Board of Education Meetings for stakeholders	Level 4

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

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body generally protects, supports, and respects the autonomy of system and school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the system and its schools. The governing body usually maintains a distinction between its roles and responsibilities and those of system and school leadership.	•District strategic plan •Examples of school improvement plans •Roles and responsibilities of school leadership •Roles and responsibilities of district leadership •Social media •Stakeholder input and feedback •Agendas and minutes of meetings	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	Leaders and staff throughout the system align their decisions and actions toward continuous improvement to achieve the system's purpose. They expect all personnel to maintain high standards and to hold students to high standards in all courses of study. All leaders and staff are collectively accountable for maintaining and improving conditions that support student learning. Leaders throughout the system support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Professional development offerings and plans •Examples of improvement efforts and innovations in the educational programs •Examples of decisions aligned with the district's purpose and direction •Examples of collaboration and shared leadership	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts, and provide and support meaningful leadership roles for stakeholders. System and school leaders' efforts result in measurable, active stakeholder participation, engagement in the system and its schools, a sense of community, and ownership.	•Examples of stakeholder input or feedback resulting in district action •Communication plan •Law Enforcement Leadership meetings Parent/Student meetings with Superintendent Survey Responses Superintendent meetings with Chamber of Commerce Fayette Visioning Initiative CTAE Parent/Student/System Wide Survey	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice throughout the system and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice throughout the system and improve student learning.	•Governing body policy on supervision and evaluation •Job specific criteria •Pilot and 2014-2015 Implementation of Teacher Keys Effectiveness System and Leader Keys Effectiveness System GSBA Board Self-Assessment	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 Fayette County School System operates under governance and leadership that support and focuses on student achievement and district effectiveness/efficiencies at all levels in the system. The Board of Education members adopt procedures and policies to guide the administration of the school system in accordance with state/federal law, state Board of Education rules, as well as the educational needs of its students. The Fayette County Board of Education works collaboratively with school/district leadership to produce high achieving students at all levels.

One of the system's strengths is that procedures and policies support the district's mission and vision. Procedures and policies are revised to reflect changes needed to align the school system with its stated mission and vision. New changes in policy are sometimes generated by changes in law or state Board of Education rules; they also may be generated at the request of school/district leadership, community stakeholders, or the Board of Education. All new policies are presented as part of the monthly board agenda and are left for a review period of 30 days, giving community stakeholders an opportunity to give input to the Board members. Leadership works closely with state-wide and board appointed attorneys (Harbin, Hartley, and Hawkins) to ensure that all procedures and policies are in compliance with local, state, and national laws. Finalized policies must be approved by the Board of Education. All board meetings/work sessions are open to the public and announced through the district web site and local media generated by the school system's Public Information Officer. Board meetings are streamed live on pod-cast which is available for public listening. They are also archived for public access. Board meeting agendas and supporting documentation are published on e-Board. The Superintendent informs all employees on a weekly basis regarding updates/notes from the cabinet meetings. He also sends out monthly updates to all employees concerning board of education meetings. The Superintendent updates all board members every Friday afternoon to recap the previous highlights of the week. District policies/prior board meeting agendas can be accessed and searched on line by any stakeholder with internet access using e-Board. New policy/policy revisions are presented to principals at monthly meetings held on the third Tuesday of each month (following the Monday night Board of Education meeting). Principals, in turn, take the information back to their school to share with their teachers/staff members. All schools provide student handbooks/Code of Conducts (written/electronic form) which outlines approved procedures and policies.

The Board of Education has implemented a process to evaluate its effectiveness and to ensure they are in accordance with defined roles and responsibilities. The governing body supports each school's leadership in running the "day to day" operations of the school. If issues or concerns arise from parents or community stakeholders, the governing body directs these conversations to the appropriate personnel. Board of Education members sign a code of ethics and participate in professional development. The district's governing body must complete nine hours of formal training per year through the Georgia School Board Association as outlined by policy. Board of Education members and central office leadership attend retreats during the year where board members may receive further professional learning opportunities regarding their roles and responsibilities as well as the roles and responsibilities of the central office leadership. (i.e., District-wide strategic

plan, budget review for upcoming school year, effectiveness /efficiencies of district-wide custodial program versus outsourcing with a private vendor).

The leadership and staff at all levels of the school system are in the process of fostering a culture consistent with the district's purpose and direction. System and school leadership align decisions and actions with the strategic plan. This plan helps guide the budgeting process and is referred to throughout the year at Administrative meetings as well as Board of Education meetings. A budget update is provided at each monthly board of education meeting and is available for the public to review. Principals are updated monthly at the Administration meetings on the school system's budget.

All Fayette County Schools are required to have a comprehensive school improvement plan aligned with the district strategic plan. The district-wide strategic plan is reviewed by all central office departments and is presented to the governing body and school leadership for their input and feedback. Each school improvement plan is reviewed by the Director of Professional Learning to make sure that the school goals/plan are aligned with the district-wide strategic plan. Professional learning monies are then released to schools once this criteria is finalized by our Professional Learning Department. School Improvement plans are reviewed quarterly by each school/leadership team to make sure they are making progress towards the school improvement goals. If not, the school/leadership team must revise them.

The Fayette County School System believes in involving community stakeholders in the decision-making process to increase student achievement for all students. Every school has a School Council as well as a Parent Teacher Student Organization. Both groups help with increasing communication among parents and raising monies for its students. This past year the Superintendent has worked tirelessly with the Chamber of Commerce to increase collaboration and communication with our local businesses. All of schools have been given an educational rate to join the Chamber of Commerce. The Superintendent is promoting membership for all county schools. In 2009, an E-SPLOST was passed by our stakeholders which addressed the following areas of our school system: Technology, Transportation, Maintenance/Facilities, Security, and Bonded Indebtedness. E-SPLOST dollars have allowed the district to update our technology infrastructure and refresh student/staff computers. This has long been a weakness of our school system - not having the funds to improve our technology infrastructure and increase our student/computer ratio in the schools. E-SPLOST has allowed the district to address other system weaknesses as well. School buses have been purchased while older models have been sold. School facilities are being painted, older windows are being replaced with new windows which are energy efficient, and a new transportation hub is being designed to move our current operation out of the city limits and into the county which has been a district concern for years. Bonds have been reduced by the district and each school is more secure thanks to our stakeholders approving the one cents sales tax (i.e., Elementary Schools have access control systems and each middle school/high school have digital cameras which provide for a better camera resolution). Stakeholders approved another E-SPLOST referendum in 2013. Title II-A surveys are sent to a random group of all certified staff and administrators and parents within the district. Survey and assessment data are analyzed and used in the strategic planning process as well as in the Title II-A LEA Equity Plan. As the Equity and Comprehensive LEA Instructional Plan is revised, stakeholder representatives from each content area provide input relating to needs and also professional learning.

Areas in Need of Improvement
The new Superintendent is working with the Board of Education to provide a team-like approach to problems, issues, and solutions. He is doing so by using transparency, professional learning, and board workshops to keep our governing body up to date as well informed of the district's progress. This is an area which needs improvement because there has been an air of mistrust with prior Superintendents and board members. The school system has had five superintendents in the past four years. We need to build trust among our governing body and superintendent which in turn will build trust among our community and its stakeholders.

District/school leadership will continue to receive professional learning on using data to analyze school/district goals. The TKES/LKES

process will be an area of targeted professional learning which is necessary for the district to comply with state mandated criteria for teachers and administrators.

Actions to Sustain Strength

The district will continue to align initiatives to goal areas as outlined by the district's strategic plan. Each school will continue to use a cyclical process to align its school improvement plan to the district strategic plan. The governing body will continue to align its priorities to the district plan, which in turn is aligned to each school's school improvement plan. The governing body, central office leadership, and school leadership will continue to work together to provide effective educational opportunities for all of its students.

Plans for Improvement

The school system is working with our community on a visioning project to make the community more progressive for prospective businesses and home buyers. Our high school day is being changed from a six period to a seven period day to facilitate student internships with local businesses and broaden course offerings for our students. We are working on updating and upgrading our Career-Technical curriculum to align it with relevant career pathways.

Teaching and Assessing for Learning

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

Overall Rating: 2.5

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.	•Learning expectations for different courses and programs •Course, program, or school schedules •Course or program descriptions •Survey results •Lesson plans •Enrollment patterns for various courses and programs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	System personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the goals for achievement and instruction and statements of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the system's purpose in curriculum, instruction, and assessment.	•Curriculum guides •Common assessments •Surveys results •Program descriptions •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum	Level 2

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

Indicator	Statement or Question	Response	Evidence	Rating
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	System and school leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•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 •Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices, and student success •Standards Based Classrooms as a system-wide goal with TKES and LKES	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	Some system staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels, content areas, and other system divisions. Staff members promote discussion about student learning and the conditions that support student learning. Learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among system personnel. System personnel express belief in the value of collaborative learning communities.	•Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Professional development funding to promote professional learning communities •Examples of cross curricular or program projects, interdisciplinary instruction, and classroom action research projects	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the system's instructional process in support of student learning.	All teachers throughout the system use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	Some system personnel are engaged in mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for system personnel.	•Survey results •Descriptions and schedules of mentoring, coaching, and induction programs with references to district and school beliefs and values about teaching and learning •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 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated at the system level and in all schools. Families have multiple ways of staying informed of their children's learning process.	•Examples of learning expectations and standards of performance •Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process	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.	Most school personnel participate in a structure designed by the system that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	•Curriculum and activities of structures for adults advocating on behalf of students •Description of formalized structures for adults to advocate on behalf of students •Survey results •Master schedule with time for formalized structure	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers across the system use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented in most or all schools across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	•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 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the system's purpose and direction. Professional development is based on needs of the system. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	•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 •Third and Fourth Grade Professional Learning Day Agendas	Level 2

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

Areas of Strength: Schools use technology including Infinite Campus (IC), websites, social media, and newsletters to communicate with families about student progress. Title I schools host parent nights and provide parent liaisons for both English speaking families and families that speak other languages. The English as a Second Language Program employs two parent liaisons.

The district ensures alignment of the curriculum through the implementation of the state-adopted standards. Standards provide students with knowledge and skills for proficiency. To support instruction, there is department devoted to teaching and learning. Content coordinators for each subject are part of the Curriculum and Instruction Department (C&I). C&I provides instructional expertise and supports teachers to promote implementation of research-based instructional practices. Teachers have access to county curriculum documents through the district

intranet and the C&I Google Site. Teachers can access curriculum documents containing standards, essential questions, pacing guides, unit plans, resources, and assessments. In some areas, namely math and Social Studies (SS) curriculum guides are reevaluated yearly to ensure that pacing and units best support student learning. The math coordinator and teams of math teachers developed quarterly benchmark exams to provide data on student progress. The Elementary ELA Coordinator and teams of teachers, Instructional Support Teachers (ISTs), and the Science and SS Coordinators developed writing assessments integrating science and SS with ELA to provide timely data regarding student writing. Reading teachers administer assessments including Developmental Reading Assessment, Dibels Next, Informal Phonics Inventory, and the Scholastic Reading Inventory to monitor elementary student reading. The Science and SS Coordinators worked with teams of teachers to develop common item banks aligned to standards.

By implementing Bring Your Own Technology over the last three years, the school district integrated 21st Century learning into classrooms in the district. Along with 21st Century technology for teachers, students can access websites using their own devices. To support this instructional shift, the district expanded the Instructional Technology Department from one to three specialists (ITS) who provide professional learning (PL) classes devoted to promote teacher use technology. Additionally, the digital platforms increase parent communication. Another integration of technology is the student information system, Infinite Campus (IC). IC allows teachers to communicate regularly with parents and students. Early efforts are underway to implement standards-based grading and common assessments through IC. These pilots are promising.

To sustain areas of strength, leaders will examine structures and processes currently in place that support student learning. These will be expanded to be more pervasive and consistent across the district. A major occurrence in 2013 was the retirement of the majority of C&I Coordinators. The new C&I team meets bi-monthly to discuss areas of instruction needing improvement and collaboratively plan PL. This provides a consistent message across subjects and grades. PL is presented to school leaders and then to faculty. With PL provided by the coordinators, consistency of curriculum, instruction, assessment, use of data, and differentiation should be more systematic.

Areas needing improvement include Indicators 3.2, .4, .5, .9, and .11. Scores in these areas indicate that school and system level leaders need to develop systems to monitor and adjust curriculum mapping, instructional strategies, assessments, and PL by analyzing data. This will be addressed as Fayette County implements Georgia's Teacher Keys Effectiveness System (TKES) in 2014-15. 2013-14 was a pilot year for TKES, and many of the areas of weakness became evident. The C&I Department will develop Student Learning Objectives and other common assessments to provide more timely data.

A notable area of weakness is Indicator 3.9. There are some programs in place to provide each student at least one adult advocate. Several efforts to provide community mentors including V.I.T.A.L., Middle and High Schools scheduled Instructional Focus Periods in which students are provided support in classes in which they struggle. These programs need to expand.

Professional Learning (PL) was identified as an area of weakness. While there are pockets of excellence around the district including 4 Teaching American History Grants, math PL, school level PLCs, and administrator PL through annual retreats and GLISI attendance, and new teacher induction, the loss of funding through the recession affected the ability to sustain traditional PL with substitute teachers provided to allow teachers to attend countywide PL. To remedy that, the community supported the C&I to implement grade-level PL days. Most PL is done at the school level, and schools have comprehensive PL plans. C&I coordinators support the school plans. The Fayette Chamber of Commerce and Fayette Education Foundation provided funds to pay substitute teachers so every third and fourth grade teacher could attend PL days focused on integrating literacy into the content areas through integrated units and collaborative planning. This PL model will expand. The system supported 3 cohorts of teachers seeking gifted endorsement and continues to expand the Advanced Placement program through funding registration to attend Summer Institutes. Exceptional Children Services (ECS) continues to expand their PL offerings for both Special Education and General Education teachers. The ECS coordinators model effective differentiation and learning support by participating with content coordinators to provide professional development courses. The plan is for teachers and school leaders to change the view of two

separate departments, and instead see how ECS and C&I are a unified department working collaboratively to improve student achievement. The ITSs work collaboratively with C&I Coordinators to plan and implement PL. The first venture was an Edmodo class for Science and SS teachers in Spring 2014. The ITSs collaborate with C&I on grade level days.

Another area needing improvement is for the system to develop a systemic process for Response to Intervention. Currently each school is responsible for responding to student needs. Some schools do this very well, while other schools do this minimally. Historically, this ball has bounced from Special Education to the Assessment Coordinator, to the Pupil Personnel Services Director to the Director of Psychological Services. Huge resources and materials are available and the documentation is housed in our student information system. But the approach is not systemic and thorough in all schools. C&I needs to be the lead in this area; however existing personnel are stretched tightly. The system needs to reevaluate its Response to Intervention.

Resources and Support Systems

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

Overall Rating: 2.75

Indicator	Statement or Question	Response	Evidence	Rating
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	Policies, processes, and procedures ensure that system and school leaders have access to, hire, place, and retain qualified professional support staff. System and school leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement throughout the district. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the system, individual schools, and educational programs.	•Survey results •District budgets or financial plans for the last three years •Assessments of staffing needs •Fy 2014 Budget Adoption Allotment Sheets HQ staff documentation Board Policy for Professional Personnel Recruitment Description of retention efforts by ECS Recruitment Fairs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is protected in policy and practice. System and school leaders work to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and school leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the purpose and direction of the system and its schools.	•Examples of school schedules •Survey results •Examples of school calendars •Strategic Plans Title I Plans, Budgets, Assurances, Procedures, Surveys, Resources, Title II survey LEA Implementation Plan Curriculum Coordinators' Budgets Professional Learning Budget Professional Learning Plans School Budgets	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	System and school leaders have some expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with most stakeholders. Selected system and school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	•Survey results •School safety committee responsibilities, meeting schedules, and minutes •Emergency/Crisis Plans Fire Marshal Inspection Report Facilities Survey Team Responsibilities School Renovation Reports Title I Survey Responses Facilities/Custodial Site Ranking Surveys	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	The system has some policies related to strategic resource management. The system has a long-range strategic planning process. The strategic planning process is reviewed for effectiveness when necessary. Strategic plans are implemented effectively by the governing body and system leaders.	•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 •Local Facilities Plan Tabulation of Priorities (Facilities Services) Coordinators'' Review of Strategic Plan Faculty Meeting Agendas Instructional Resources Adoption Cycle Textbook Adoption Documentation Title I Survey Responses	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to ensure that all students, school, and system personnel have access to the media and information resources necessary to achieve the educational programs of the system and its schools. The system implements and evaluates processes to ensure qualified personnel are recruited, hired, and retained in sufficient numbers to assist students, school and system personnel in learning about the tools and locations for finding and retrieving information.	•Evaluation procedures and results of education resources •Survey results •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Procedures Manuals - Media Center Policies Data Presentation on visits, lessons, and check outs Media Specialists' schedules GALE Network Usage Data Board Policy for Professional Recruitment Title I Survey Responses	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.	•Survey results •District technology plan and budget to improve technology services and infrastructure for the district-level and school-level •Three Year Technology Plan 21st Century Installation Presentation Bring Your Own Technology Plan Instructional Technology resources for teachers and students Technology Services Budget SMART Goal Worksheet Title I Survey	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	The system has designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	•Agreements with school community agencies for student-family support •Survey results •Schedule of family services, e.g., parent classes, survival skills •STEP Training Advertisement C.A.R.E. Workshop Advertisement and program evaluation Habitudes Program Evaluation Summary Second Step Evaluation Report Steps to Report Evaluation Report Rainbows/Spectrum Program Improvement Data QPR Certification List GSHSII Comparisons Family Intervention Program Providers List Counselor Advisement Agendas Fitnessgram Information Career Inventory Results Procedures Manuals ECS Stakeholder Agendas Parent Mentor Agreement Head Start Cooperative	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	The system has designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	•Survey results •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process •RTI manual Psychological Services Dept. Guidelines EIP checklists, data reports, and Guidance document AP Merit Schools Career Cluster Advisement Parent Night Agendas Elementary Career Cluster Lessons 5th Grade Career Cluster Portfolios Georgia Resource Manual for Gifted Education Gifted Continuation Documentation AMAO Reporting Document ESOL/Title III Self Assessment Report ECS Walk-Through Data Career Interest Inventories (Georgia 411)	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 Fayette County School System historically and currently strives for excellence in providing resources and services in all schools to support the system's goal to "deliver effective instruction and set high expectations resulting in continued improvement in student achievement." While there are numerous resources and services provided throughout the system, a common desire for students to be capable of living and working effectively, responsibly and productively in a global environment remains at the heart of each decision. Even with much transition in system leadership, policies, processes, and procedures are in place to ensure focus on the vision and mission of Fayette County Public Schools.

Areas of Strength

The Human Resources Department has clearly defined policies, processes and procedures in place for the hiring, placement, and retaining highly qualified staff. This department has had a difficult job through the unfortunate budget cuts and reduction in force decisions. The Standard 4 committee feels strongly about the formal, systematic process used to determine the number of personnel necessary to fill all the roles and responsibilities throughout the schools system, but feels that sustained fiscal resources are available to fund critical positions at this time. The committee also recognizes that we codify the process for hiring instructional positions, but need to extend that practice for other positions such as technology and maintenance staff. The Exceptional Children's Services Department began giving financial compensation as well as time compensation in order to attract and retain teachers. Each spring the system conducts a needs assessment with all stakeholders. We use the results to evaluate and update all federal programs, the strategic plan, and professional learning needs. Title I schools also conduct a needs assessment and data review to design plans and budgets for the next school year. The district staff approves all school plans and coordinates appropriate scientifically researched-based materials.

Despite a loss in paraprofessional support at the secondary level, Media Centers provide quality media and information resources to teachers and students daily. The use of GALENet in our secondary schools rivals much larger school systems in the state. The Media Centers are a source a pride for many schools. The Technology Services Department secures and maintains the network infrastructure to support each of the schools. A three-phase installation plan with school-level needs assessments helped equip schools with 21st Century technology, and the addition of three Instructional Technology Specialists (ITS) furthered the process with direct professional learning with teachers. ITSs work hand in hand with the technology specialists in each schoolg to meet the needs of all stakeholders throughout the system. Staff, parent, and student surveys indicate positive results.

Support programs, including Title I, C.A.R.E, ESOL, Enrichment, Early Intervention, and Exceptional Children's Services are also an area of strength for Fayette County. Framed by the Response to Intervention (RtI) guidelines, students are supported emotionally, behaviorally, and academically. Counselors, intervention specialists, school psychologists, administrators, and teachers connect with students and parents in order for each child to achieve his maximum potential. The Title I program has earned honors and is proud to have several Title I Distinguished schools.

Areas in Need of Improvement
While a formal process is in place for budgeting, it has been noted that improvement is needed in aligning school and district budgets in support of the strategic plan. Certifications are not consistently used to the benefit of the district. Specific steps could be taken to identify the need for further support, training, and education for certified employees. Because of budget cuts, several positions have been reduced or eliminated. Survey feedback reveals that all professionals in the buildings are being expected to do more with less. Additional duties must be assigned to the staff members at each school. We have many schools using many different programs for instruction and intervention. We would like to improve in a coordinated district effort. Currently, RtI is being evaluated to organize programs and resources for equitable distribution county wide. We have done several good things with a very minimal budget for RtI, but focused resources must be allotted in order for improvements to be made.

Recent improvements to safety and cleanliness expectations have begun in Fayette County. A Comprehensive Facilities Survey Team was formed in 2013 and strides have been taken this school year in the right direction. Continued efforts will be made in communicating specific expectations, evaluating schools' cleanliness, and completing work orders in a timely manner.

The fidelity of implementation of resources, services, and quality assurances across the district is also an area for improvement for Fayette County.

Actions to Sustain Strengths
Communication between the district office and schools will sustain focus and clarity of the district vision. This starts with continuing to have

effective policies, processes, and procedures in place. We will sustain strengths with continued conservative decision-making as the budget returns to expected amounts. ESPLOST funds will allow maintenance and improvement to current resources, supports, and services. Listening to stakeholder feedback through surveys is another important action for the system. Technology Services Department continues to communicate with stakeholders to identify concerns and/or needs. For example, continued improvements have been made to the Bring Your Own Technology as feedback is received from parents, teachers, administrators, and students. Our Title I and Title III programs are also consistent in this practice.

Plans for Improvement

While steps have been taken to improve facility maintenance and cleanliness, continued efforts are necessary. The team that is now in place will continue meeting regularly to evaluate new procedures and expectations. Formal documentation will also accompany team evaluation of facilities, and return visits will be made when necessary to ensure plans are being followed. The Curriculum and Instruction department will continue to collaborate to create an interdisciplinary relationship among teachers. Efforts are being made to collect data on current programs to evaluate program effectiveness. Changes to the communication methods between curriculum coordinators and school representatives will change for the 2014-2015 school year in hopes of increasing continuity of curricular expectations and implementation of instruction and assessment.

Using Results for Continuous Improvement

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

Overall Rating: 2.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	System and school personnel maintain and use a comprehensive assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance. The comprehensive assessment system ensures consistent measurement across classrooms, courses, educational programs and system divisions. Most assessments are proven reliable and bias free. The comprehensive assessment system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•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 •Evidence that assessments are reliable and bias free	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	Processes and procedures for collecting, analyzing, and applying learning from data sources are documented and used by professional and support staff throughout the district. Data sources provide a picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. System and school personnel use data to design and implement improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.	•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 •Georgia Leadership Institute for School Improvement (GLISI) training	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•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 •	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate mixed levels of improvement, and system and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Student surveys •Agendas, minutes of meetings related to analysis of data •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 •Progress Monitoring Data Lexile Progress Benchmark Assessments	Level 2

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

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

The Fayette County School System has a district-wide assessment plan that is implemented in all schools and is monitored frequently. Assessments are used to measure student mastery and to determine future learning plans. The system depends on data from both local and standardized assessments to evaluate instruction and assess program effectiveness. In most Fayette County schools administrators, guidance counselors, instructional support teachers and department heads lead and monitor school results on multiple assessment measures.

Students in Fayette County schools are evaluated and placed in appropriate settings based on a range of data sources. The system uses semester and yearly averages along with standardized assessments like CRCTs and EOCTs to place students in appropriate grade levels, intervention classes and accelerated classes. Data from math and writing benchmark tests determine which areas of the core curriculum need to be reviewed and remediated. In addition, school leaders depend on data from probes, and resources such as, the Scholastic Reading Index, to place students in programs like Read 180 or ESOL for more specialized instruction.

The most notable area in need of improvement is systematic training for teachers and support staff in the areas of evaluation, interpretation and use of data. Evaluation and interpretation of data for most of the county is initiated by the Assessment Coordinator, county curriculum coordinators and Instructional Support Teachers. School personnel agree that while the assessment system is in place, all personnel are not consistently utilizing the data to improve instruction. Some schools report that certified staff are regularly trained in monthly meetings, but need more opportunities to work together to analyze data in professional learning groups.
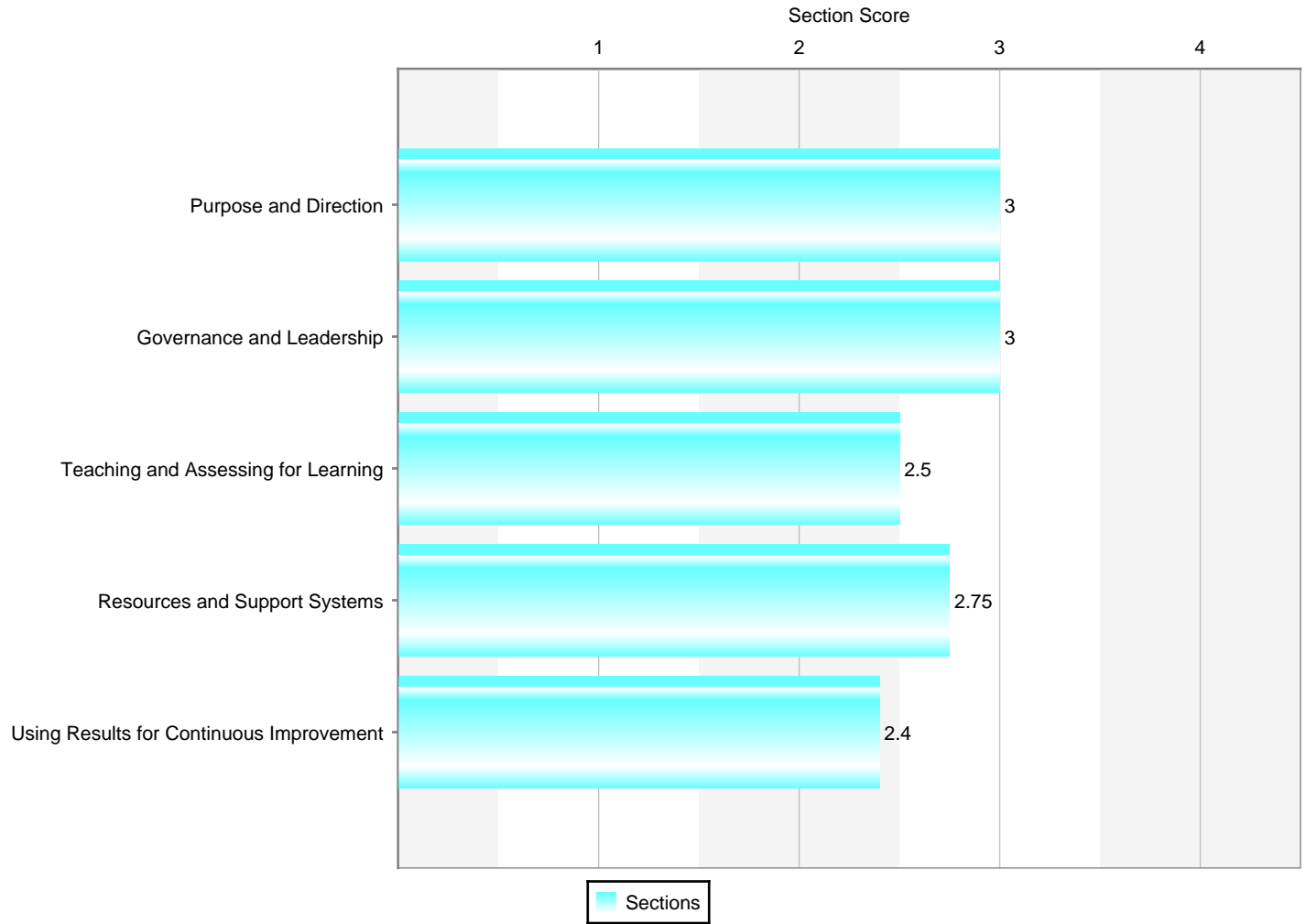However, as evidenced by the staff surveys, teachers believe the use of assessment data for improvement of instruction is a strength within Fayette County. Teachers feel that content area teachers meet regularly to create assessments and activities to ensure consistency of instructional goals. Departments meet throughout the year to collaborate on using test data to create new and improved unit plans. Next year, all teachers and administers will be evaluated on Standard 6, Assessment Uses, for the Teacher Keys Evaluation System. This standard requires certified personnel to gather, analyze, and use relevant data to measure student progress. Additional training in the interpretation of summative data from sources such as Criterion Referenced Tests, End of Course Tests and Student Learning Objectives

(SLOs) will be beneficial in measuring student growth, a key factor in assessing results and guiding instruction.

In order to sustain our system strengths and improve on our weaknesses, Fayette County will rely on feedback from or stakeholder groups, Advance-Ed results and local and standardized assessment data. Fortunately Georgia is providing valuable training which includes assessment strategies and assessment uses to every certified teacher in Fayette County over the next year. As we move forward, we will focus our efforts on the Fayette County Mission: Delivering effective instruction and setting high expectations that result in continuous improvement and student achievement.

Report Summary

Scores By Section

Section Score

| | | | | |
|1|2|3|4|

Purpose and Direction — 3

Governance and Leadership — 3

Teaching and Assessing for Learning — 2.5

Resources and Support Systems — 2.75

Using Results for Continuous Improvement — 2.4

Sections

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Each group of stakeholders were surveyed and the document is uploaded here. In order to get the required number of stakeholders to participate in the survey, our schools sent out reminders through the student information system, gave out QR reader codes at sporting and fine arts events and parent nights, and sent reminders home on menus and through newsletters. All stakeholders were offered the opportunity to take the survey either electronically or with a traditional paper copy. Surveys were made available in other languages, but none were turned in to for the survey data.	All Stakeholders Surveys

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

1.1 Staff and all student groups felt that the system engages in a systematic, inclusive and comprehensive process to review, revise and communicate a system-wide purpose for student success.

2.4 Staff, parents and early elementary students feel that leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.

3.2 All student surveys showed high belief that the curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and examination of professional practice.

4.1 Parents and staff believe the system recruits and retains a sufficient number of highly qualified professional and support staff.

4.4 All student and parents felt the system demonstrates strategic resource management that includes long-range planning.

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

1.3 Staff and Parents reflect a belief that school leadership at all levels have a high commitment to a culture of 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.

2.5 High on the parent survey is the belief that leadership engages stakeholders effectively in support of the system's purpose and direction.

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

In the Fayette County Visioning Project being conducted by surveys and focus groups throughout the community, stakeholders also feel that the school system is engaging stakeholders effectively in support of the system's purpose and direction. The community survey reflects a high regard for the school system and the partnerships between the schools and the community. This is probably the highest collaboration between school system and community in many years.

Areas in Need of Improvement

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

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 the day-to-day operations effectively. This was noted on the parent survey.

3.3 Teachers throughout the school system engage students in their learning through instructional strategies that ensure achievement of learning expectations. This indicator was low on the elementary, middle and high school students surveys and on the staff and parent surveys.

3.5 The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels. Staff and parents agree that more collaboration is needed.

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

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. This was noted on the early elementary student and elementary student surveys. Parents also rated this indicator as one of the ones in need of improvement.

This indicator was not seen as a needs improvement indicator on the middle and high school student survey or the staff survey.

What are the implications for these stakeholder perceptions?

Overall, the surveys give the school system data of all stakeholder perceptions. The data shows that the school system strengths are in purpose and direction, and in challenging instruction. The school system and parents are aligned with values and in seeking a culture of equitable educational programs for all students. Parents have a high regard for the highly qualified staff. Parents, staff, and elementary students feel our facilities are well maintained and provide a safe, clean learning environment. All stakeholders feel that resources are managed well.

The indicators the system needs to evaluate and work to improve according to the stakeholders is in the area of instructional strategies, collaboration of staff for learning, and in engaging parents in a meaningful and effective way.

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

Again, looking at the data from the system surveys in comparison with the Fayette County Visioning Project, there are few differences. In the community as well as with the system surveys, teaching and learning is a high priority and the staff is well respected for their ability and education. The school system is cited as the "crown jewel" of Fayette County. Parents and staff share a common vision for challenging instruction and student success.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics   4

Sections
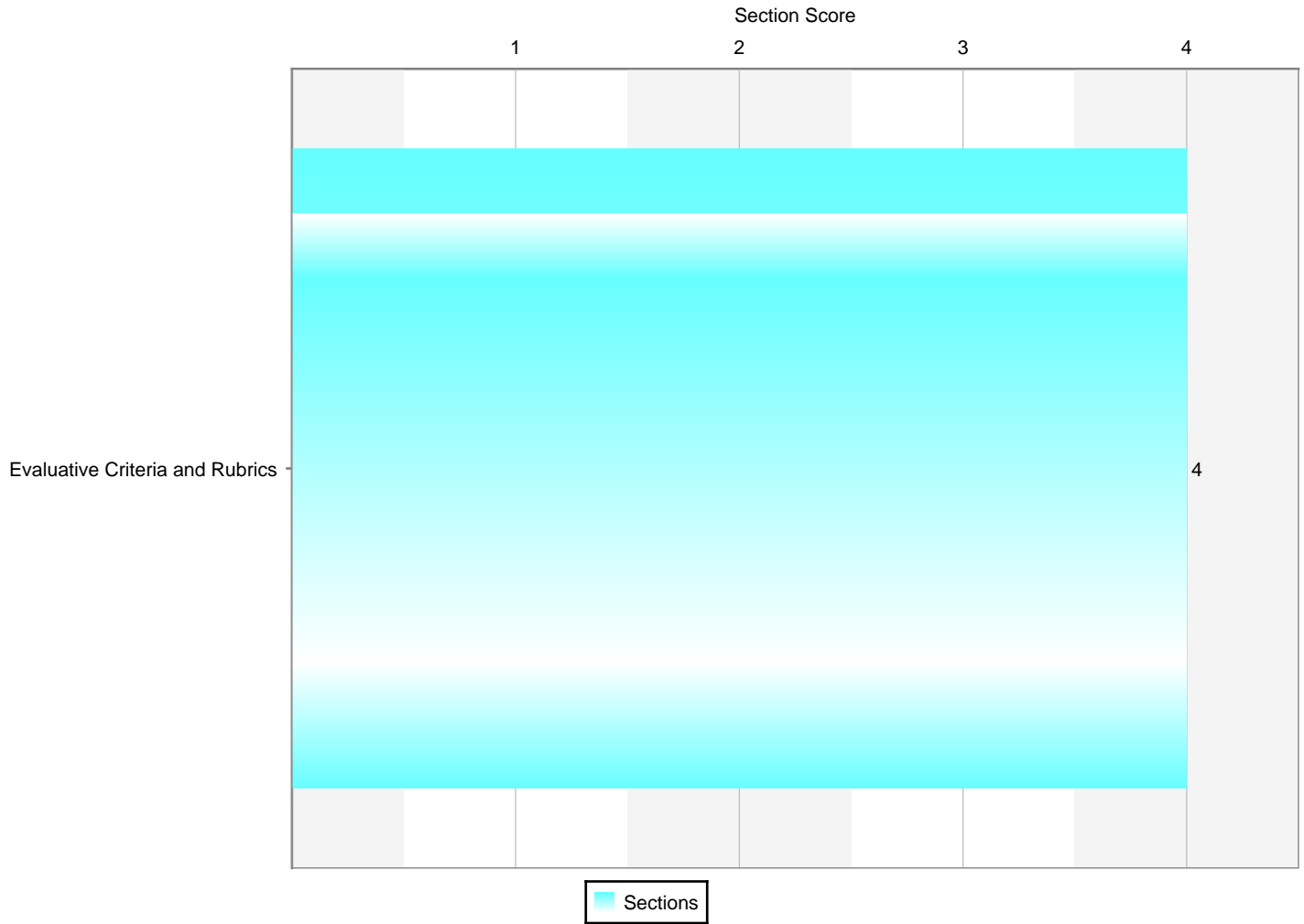
Student Performance Diagnostic

Introduction

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

Student Performance Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

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

Areas of Notable Achievement

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

CRCT: ELA and Reading overall for all groups

Hispanic subgroup higher than expected in all subjects

Writing: skills strong across the grades and domains in 8th Grade writing and Georgia High School Writing Test

EOCT: Strengths in English (9th Literature and Composition and American Literature and Composition) and Mathematics (Coordinate Algebra, Math I, and Math II)

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

CRCT: Hispanic and Black subgroups show little to no gap with overall student achievement in all five subject areas. Positive growth over the last five years has shown the growth of both subgroups over time.

Social Studies and Science in grades 6 - 8 have shown a growth in student scores over the past five years. This growth is a positive growth trend for all subgroups overall.

EOCT: U. S. History and Biology EOCT scores have shown a positive trend over the last five years. Student scores are increasing overall and within most subgroups. Math I, Math II, and 9th Literature and Composition and American Literature and Composition have held steady with no decrease of scores over time.

Writing scores: Students with Disabilities have shown a positive growth over the past five years in writing achievement.

Which area(s) indicate the overall highest performance?

CRCT: Highest achievement overall for the system is in Reading and English Language Arts.

EOCT: Highest achievement overall for the system is in 9th grade American Literature and Composition and American Literature and Composition.

Writing scores show the highest achievement in 8th grade and High School.

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

All subgroups are showing an increasing trend in performance. Subgroups studied are Students with Disabilities (SWD), Hispanic, and Black, and English Language Learners. Theses subgroups are studied as a district as a whole and individual schools. Economically Disadvantaged (ED) students are studied individually at schools by downloading data files from CCRPI and filtering the ED students. Due to the large variance in ED students in the schools, a system view of ED performance is influenced strongly by individual schools. A more useful study is the performance of the ED students at the individual schools. Some schools have little to no gap between ED students and other school show a significant gap.

CRCT: SWD and Hispanic students show a growth of student achievement over time in all subject areas.

EOCT: SWD gaps are closing significantly in 9th grade Literature and Composition and in Mathematics (Math I and Math II.)

Writing: The performance of SWD, Black, and Hispanic students is improving over time as shown in the five year trends.

Between which subgroups is the achievement gap closing?

CRCT: The achievement gap is closing between the overall student performance and the performance of the Black and Hispanic subgroups. Students with Disabilities are closing the achievement gap in the areas of Reading, English Language Arts, and Mathematics. In middle school, Students with Disabilities are also closing the gap in Social Studies and Science.

EOCT: Hispanic and Black students are closing the gap in all subject areas. English Learners are closing the gap in Math I and Math II.

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

CRCT: High Reading scores are consistent with school level data in SRI (Scholastic Reading Index) and Dibels.

EOCT: Students with Disabilities and English Learners are showing test result increases which are consistent with class assessment performance.

Areas in Need of Improvement

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

CRCT: English Learners, Science, Social Studies scores were all below the expected performance rate.

EOCT: Biology, Economics, and U.S. History overall performance were all below the performance rate expected for overall achievement.

Writing: 5th grade writing scores were below the expected performance rate for the overall achievement and for all subgroups.

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

CRCT: English Learners showed an inconsistent trend which showed positive growth, and then showed a decline in performance. Social Studies scores overall and Science scores overall showed a negative trend in the elementary grades (3-5.)

EOCT: Economics showed a decrease in performance over time.

Writing: 5th grade writing scores showed a slight decrease over the five year trend for overall student achievement.

Which area(s) indicate the overall lowest performance?

CRCT: Lowest performance is in Social Studies and Science.

EOCT: Lowest performing areas are in Economics and Coordinate Algebra. Coordinate Algebra is difficult to assess against previous data due to increased expectations. Comparedagainst state performance, Fayette County students had approximately double the pass rate and more than double the Exceeds rate.

Writing: The lowest writing performance is with 5th grade writing scores. Students show a lower than expected performance compare to 3rd and 8th grade writing performance.

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

CRCT: English Learners (EL) are showing an inconsistent growth pattern in all subject areas. There will be a year of growth followed by a year of decline. This could be attributed to students exiting the program as they become proficient in English, leaving students who struggle with English testing under the EL label.

EOCT: English Learners have shown a decrease in performance in Economics

Students with Disabilities have shown a decrease over 5 years in 9th Grade Literature and composition and American Literature and Composition

Between which subgroups is the achievement gap becoming greater?

CRCT: While English Learners have a gap between EL performance and overall student achievement, the gap is closing then widening over time in all subject areas.

EOCT: English Learners and Students with Disabilities have gaps which are improving, but a large gap still exists in English Language Arts, Science, and Social Studies.

Writing: English Learners have the largest gap between the subgroup and the overall performance.

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

CRCT: English Learners performances are consistent with students entering and exiting the program. Reading performance is consistent with data collected from SRI, Read 180, and Dibels.

EOCT: Students with Disabilities and English Learners performance on EOCT tests are consistent with classroom assessment performance.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5
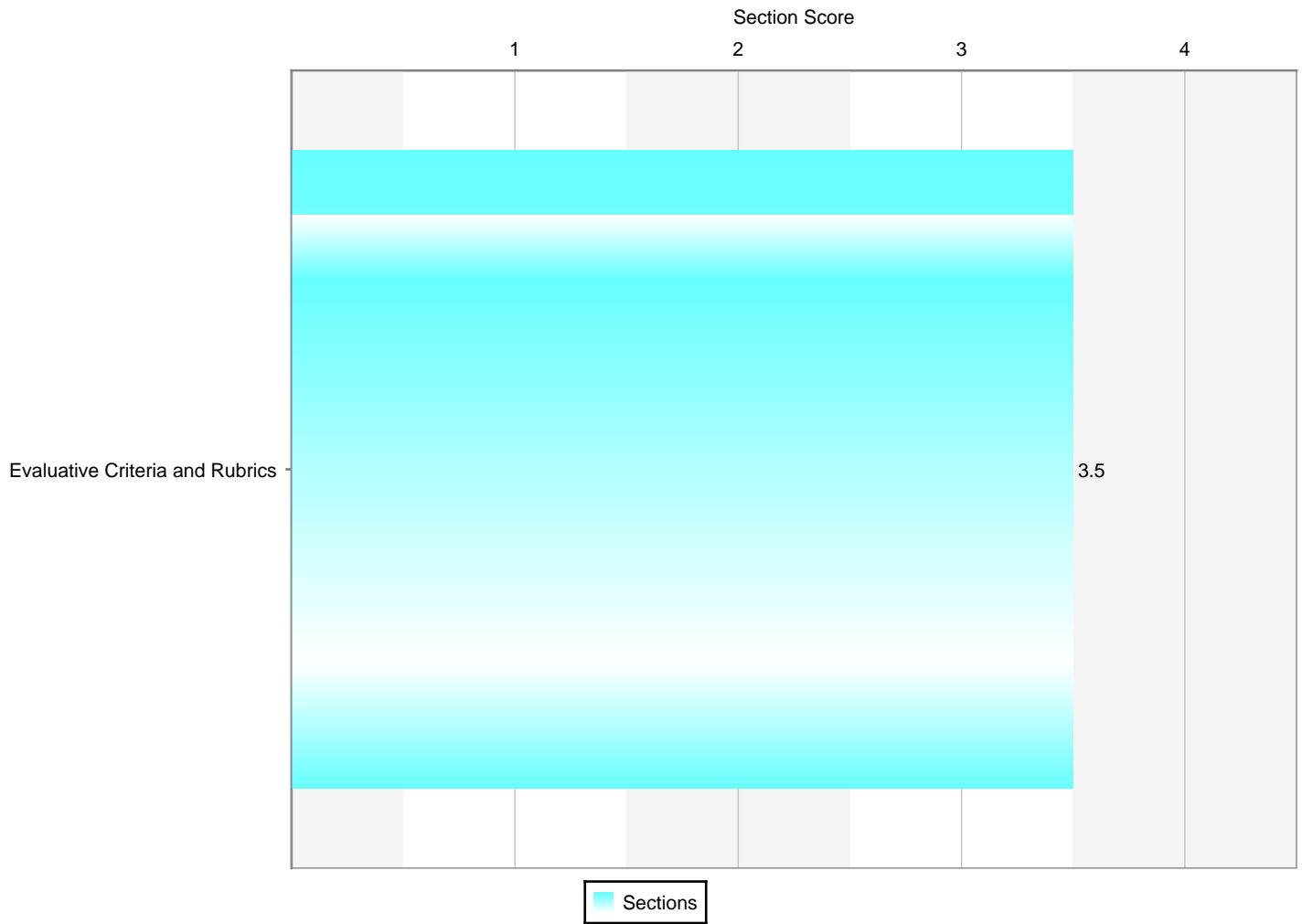
Sections

AdvancED Assurances

Introduction

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

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

AdvancED Assurances

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

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

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	Each school has its own security and crisis management plan which includes emergency evacuation procedures and trains stakeholders yearly on the plan. Appropriate monthly fire drill, emergency evacuation, tornado alert, and lock down drills are practiced each year. System wide crisis plans are written and practiced for the Superintendent's Office building and the Lafayette Educational Center. See attached	BOE Emergency Crisis Plan

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	The Comprehensive Annual Financial Report can be found on the FCBOE.org website or a hard copy will be provided. We could not upload it here with the financial guidelines because of the size of the document.	Financial Guidelines

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

Label	Assurance	Response	Comment	Attachment
6.	The system verifies that all institutions within its jurisdiction meet the AdvancED Standards for Schools. Attach a description of the quality assurance process used to monitor the institutions.	Yes		Fayette County Process