



Accreditation Report

Crisp County School System

Dr. David Mims, Superintendent
201 Seventh Street South
P.O. Box 729
Cordele, GA 31010

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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?

Crisp County, Georgia is located in south-central Georgia on the I-75 Corridor about 80 miles north of Valdosta and about sixty miles south of Macon. Cordele, which has its origin as a humble railroad hub, serves as the county seat and the largest city in Crisp County. Much of Crisp County; however, is rural farmland, and values and traditions characteristic of the rural South still predominate throughout the county.

Crisp County is home to 23,460 residents, approximately 4,255 of which are school-aged children attending one of the Crisp County School System's six public schools. Demographically, Crisp County's population is comprised of 51.7% white persons, 43.6% African-American persons, 3.2% Hispanic persons, and 1.5% other, includes bi-racial persons.

According to the most recent Georgia KIDS COUNT data, the annual median household income is \$29,175.00 for those employed in the community, compared to a state median of \$47,125. Below average family incomes and a local unemployment rate higher than the state's unemployment rate results in many of Crisp County's school-aged children living in poverty. According to KIDS COUNT, 51.9% of Crisp County's school age children are living in poverty with 51.7% of those children living more than 150 percent below the federal poverty level. This number is almost twice the Georgia average. Ninety-eight percent of the children in Crisp County qualify for free/reduced lunches. The teen birth rate is 57.6% compared to a state level of 33.6%, a significant challenge to the stability of the community's families. Crisp County ranks 155th out of 159 counties for its percentage of children living in families where no parent is in the labor force, and it ranks 157th out of Georgia's 159 counties for children living in poverty. Family composition in Crisp County is largely non-traditional with 58.7% of Crisp County's children living in single-parent families.

High unemployment rates, high poverty rates, high teenage pregnancy rates, and a high percentage of non-traditional families create challenges for Crisp County and for its public school system. No matter what the challenges are, the Crisp County School System is committed to excellence, and that commitment is reflected in our students' achievement data.

School System Context

The district is in the first year of a much needed reorganization plan that reduced the number of schools from seven schools to six schools. The Crisp County School System serves approximately 4,255 prekindergarten through grade 12 students in its six schools. Crisp County High School houses all students in grades 9-12. Crisp County Middle School serves students in grades 6-8. Reorganization affected all four elementary schools: J. S. Pate Elementary, Southwestern Elementary, Blackshear Trail Elementary and A. S. Clark Elementary. This restructure allows us to improve efficiency, focus resources, and reduce student transfers that interfere with student achievement. Competition between grade-ban schools will be eliminated and equity will be assured. The reorganization further supports literacy and technology alignment to support each student. We want to catch kids up and engage them to become successful students graduating college and career ready.

The reorganization included moving Crisp County Pre-K Center, currently housing all Pre-K students, from O'Neal Elementary to the J. S. Pate Elementary building. Crisp County Pre-K has been identified as a community strength with 81.7% of our students attending Pre-K. Our system has a longstanding cooperative working relationship with all other day care providers and Head Start in the area. This commitment was strengthened last year with the organization of the Community Literacy Council. We know that a strong partnership among community

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members, institutions of higher learning, local businesses, schools, teachers, parents, and students is vital for sustained school improvement.

In addition, reorganization continued with the district primary and elementary schools. Students in grades K-2 housed at J.S. Pate Elementary or Blackshear Trail Elementary are served in the new Crisp County Primary School, which resulted in the closure of Blackshear Trail. Crisp County Primary School includes students in grades 3 previously attending A.S. Clark Elementary School and Southwestern Elementary School. A.S. Clark Elementary has been closed with those students attending school in the former Southwestern Elementary building renamed Crisp County Elementary School.

System's Purpose

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

The mission and vision for the Crisp County School System are important for the foundation for the strategic plan process and are supported by the commitment from the district level, school level, and stakeholders.

Motto

"Learning Today...Graduating Our Future Leaders Tomorrow"

Our Vision

Our vision is to provide a high quality education to develop future leaders.

Our Mission

The mission of Crisp County Schools is to graduate competitive college and career ready students.

Guiding Principles

1. We believe all students can learn and achieve.
2. We believe in promoting student learning and success by using a variety of teaching strategies to meet the diverse learning needs of students.
3. We take responsibility for learning, not only for our students but also for ourselves.
4. Learning is a shared responsibility - school, home, and community - for which we are all accountable.
5. We believe a safe, secure, and orderly environment is essential for teaching and learning.
6. We believe in providing an environment of high expectations, respect, and dignity.
7. Continuous improvement efforts must be flexible, responsive, and aligned to meet the needs of our students, teachers, and community.
8. We will recruit, employ, develop, and retain a workforce that is committed to the success of all students.
9. Student success is necessary for economic growth and world readiness.
10. Everyone is accountable for excellence.

The vision, mission, and guiding principles provide direction for program offerings, expectations for students and the district strategic plan. A concerted effort ensures that the goals of the strategic plan align to the AdvancED Standard for Quality School Systems. These goals and objectives serve as the guidance for the continuous improvement process. The system reviews program offerings to ensure that students are ready for the next level of progression. For graduating students, the focus is on preparing them to be college and career ready. For middle and elementary school students, the emphasis is directed towards growth and preparation for the next level. The curriculum focus continues to be the implementation of the Common Core Georgia Performance Standards (CCGPS). Providing a curriculum that connects the standards, the instruction, and assessments, both formative and summative, is essential for student success. The system is committed to providing a wide variety of learning opportunities. Some of the programs and initiatives include Advanced Placement, Honors classes, gifted education, English to Speakers of Other Languages(ESOL), Title I, CTAE pathways, Special Education, Extended Learning Time(ELT) and the Early Intervention Program(EIP). While these learning opportunities are important for progression, delivering a balanced approach is also essential.

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.

Each school's commitment to optimizing the achievement of students is manifest in our system's credible track record. Staff members from the merging schools, J. S. Pate Elementary and Blackshear Trail Elementary have led their schools in achieving many accomplishments. J. S. Pate and Blackshear Trail combined to form Crisp County Primary School. Together these schools have earned recognition as National Title I Schools of Distinction, a National Blue Ribbon School, and a Georgia School of Excellence in 2009 and 2012. The State of Georgia Governor's Office of Student Achievement awarded J.S. Pate Silver and Platinum awards in 2005, Silver again in 2006 and 2008, Bronze in 2007, 2010-2011 and Gold in 2009.

CCES obtained a film production room in the fall of 2013. The media specialist and technology specialist were given charge of the development of the Cougar Cub News. Together they developed a rubric to determine eligibility of students who were referred by the administration and teachers, selecting three students to participate. Students participate in selecting the national news story, interview teachers, and help write scripts. They also work with the equipment to tape the rich in content news show.

CCES students are selected to participate in the Georgia Movie Academy, a digital storytelling competition, sponsored by our Chattahoochee Flint RESA. CCES teachers and students have participated in this event for four years. It is a project-based learning opportunity for students with the goal of producing a theme-based, standards-based, three minute video.

Ten CCES students representing their grade level compete in the Georgia Southwestern University Math Competition each spring. This tournament is intended to recognize accomplishments in mathematics, to allow students to meet and compete with each other, and to promote public interest in mathematics. The top five students from each grade level are recognized. Last year CCES had four students to place in the top five.

CCMS most recently earned a CCRPI score of 75.4, higher than the state average of 73.5. Substantial measures were taken to address the achievement gaps and the last three years have yielded increases in scores across all content areas. All staff members accepted the challenge of "doing what it takes" to ensure all students are learning.

In 2014, the graduation rate at CCHS was 70.5 compared to the state average of 72.5. This year's graduation rate is significantly higher than the 2013 rate of 61.4, an increase of almost 10 percentage points. CCHS was designated a Focus School due to the graduation rate in 2011, keeping the designation for three years beginning in 2012. As a result of being a Focus School an intervention program has been implemented during Extended Learning Time after school and on Saturdays.

The school district has hired a District Literacy Trainer (DLT) who works with the Academic Coaches and teachers to incorporate literacy throughout the content areas. Our system was awarded the Striving Reader Grant for the 2014-2015 school year allowing further implementation of 21st century technology along with increased professional development in the area of literacy instruction.

With all these great achievements, we recognize that there are areas that present challenges for our school system. The CCSS was faced with implementing the new teacher evaluation system to be in compliance with Georgia requirements; therefore, we piloted the TKES (Teacher Keys Effectiveness System) as well as the LKES (Leader Keys Effectiveness System) on a limited basis during the 2013-2014 SY 2014-2015

school year. We are in full implementation this school year with support from the Georgia Department of Education. Upon full implementation, the positive outcomes we will see should be: (1) Improved teacher performance in the classroom; (2) increased student achievement; and (3) better diagnostic information that will guide individual teacher growth plans and professional learning needs.

It is the CCSS firm belief that parent involvement is vital for the success of all students and we recognize the need to work diligently toward the engagement of all stakeholders. We strive to educate all staff with the assistance of parents including principals, teachers, and pupil services personnel on the value and utility of parent contributions, how to communicate, work with parents as equal partners, and build ties between home and school. We have employed a District Lead Parent Engagement Coordinator as well as two additional parent coordinators. Each Parent Engagement Coordinator is charged with the assignment of providing training for staff on how to communicate, reach out, and build ties with parents. Parent Engagement Coordinators conduct training sessions each nine weeks to school staff. These training sessions may be conducted with the help of parents using a variety of options available. The options include distributing literature, YouTube videos, webcast, virtual training, faculty meeting presentations, small group presentations, training modules provided by GaDOE, evidence based best practices, or other any method of training available based upon the need of each school.

Additional Information

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

It is important to note how difficult economic conditions have significantly impacted our school system. Student and teacher days have been reduced. Historically, students attended 180 days of school, currently students attend 177 days. Last year we had 174 student days.

Prior to the budget cuts, our high school was organized on the block schedule. Due to budget cuts, the schedule was changed to a seven-period day, significantly reducing the amount of instruction our students receive in each class. Programs were cut and class sizes have been increased. Fortunately, after 4 years on the seven-period schedule we were able to convert back to the block schedule at CCHS for the 2014-2015 school year.

Moreover, with the budget cuts K-12 school systems statewide have endured; \$1.06 billion in FY 2014 with \$314 million added back in FY 2015 and the promise of \$280 million more in FY2016, class sizes will likely remain high, with cuts to art and music programs, elective courses and programs for academically struggling students remaining. Despite heroic efforts, the negative impact on student learning is inevitable.

Crisp County School System is participating in its fourth Special Purpose Local Option Sales Tax (SPLOST IV). The community support for this tax is evident by the most recent pass rate of 85%. This vote of confidence demonstrates the continued commitment to capital outlay projects for our school system.

Self Assessment

Introduction

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

Purpose and Direction

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

Overall Rating: 2.75

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

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| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|--|---|---|---------|
| 1.2 | The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. | System policies and procedures outline the expectations for schools regarding a process for review, revision, and communication of a purpose for student success. System personnel monitor each school and sometimes provide feedback for the improvement of the implementation of the process to school personnel. | <ul style="list-style-type: none"> •Survey results •Agendas and/or minutes that reference a commitment to the components of the schools' purpose statements •Written District Quality Assurance Review procedures and documents that monitor schools' adherence to the district purpose and direction and that of the school •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 •Grade Level Parent Involvement Brochures | Level 2 |

| 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. | <ul style="list-style-type: none"> •District Quality Assurance Review plans that document two-way communication on district and school effectiveness and learning, thinking, and life skills •Examples of schools' continuous improvement plans •Survey results •Statements or documents about ethical and professional practices •Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs •Statements of shared values and beliefs about teaching and learning •The district strategic plan | Level 3 |

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| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|---|---|--|---------|
| 1.4 | Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning. | Leaders at all levels of the system implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. Personnel maintain a profile with current and comprehensive data on student, school, and system performance. The profile contains analyses of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Leaders hold all personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and conditions that support student learning is available and communicated to stakeholders. | <ul style="list-style-type: none">•Examples of schools continuous improvement plans•District Quality Assurance Review plans that document two-way communication on district and school effectiveness and learning, thinking, and life skills•Survey results•Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs•Agenda, minutes from continuous improvement planning meetings•The district data profile•The district strategic plan | Level 3 |

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

What were the areas of strength you noted?

Crisp County School System (CCSS) maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning. The Crisp County School System vision is "To provide a high quality education to develop future leaders." The mission of Crisp County Schools is "To graduate competitive college and career ready students." The process for building the belief system for CCSS involved members from multiple stakeholders including system leaders, Board of Education (BOE) members, parents, students, teachers, and community leaders. Student success is at the heart of the CCSS beliefs and decision making process.

CCSS ensures that schools engage in a comprehensive process for review, revision and communication of its belief system in order to provide quality education for student success through regular Key Leader meetings held monthly, Title I Parent Involvement Plans, School Councils, and School Leadership Teams. Regular walk-throughs by system leaders allow for monitoring each school in order to effectively identify ways to support schools in achieving student success.

CCSS is committed to helping each school develop a clear and concise School Improvement Plan (SIP) that aligns with the CCSS Strategic Plan. This includes achievement of learning, thinking, and life skills by maintaining a clear strategic plan focused on four district goal areas: Attaining High Levels of Student Achievement and Success, Improving Organizational and Operational Effectiveness, Promoting Professional Work and Learning Environment and Ensuring Stakeholder Engagement and Support. CCSS leaders regularly review data collected from the schools at BOE and Key Leader meetings to allow for optimal focus on continuous commitment toward improvement for student success.

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CCSS communicates regularly with stakeholders through the system website, social media (Facebook) and monthly BOE reports. System and school leaders meet monthly to demonstrate critical two-way communication and commitment of the shared values and beliefs in decision-making to create continuity across the system. The system Key Leaders discuss, create and maintain challenging educational programs and equitable learning experiences so that all students achieve learning, thinking, and life skills necessary for success.

What were areas in need of improvement?

Survey results revealed that parents and staff considered Standard 1.1 to be an area of potential improvement. Feedback for this concern centered around having a process for the review, revision, and communication of the school's purpose that is formalized and implemented with fidelity on a regular schedule. The system's process for review, revision, and communication of the mission and vision statements should be more clearly documented.

CCSS has been diligent in developing plans for improving student success, however, the system will need to continue to improve and to include all stakeholders in the decisions and to also hold all stakeholders accountable for helping the system reach its highest potential. All goals will need to be focused and measurable. The system needs to establish both short and long term goals and provide strategic planning. CCSS provided excellent opportunities for professional learning; however, more accountability and monitoring is needed to ensure that the teachers are held accountable for utilizing the instructional techniques in the classroom. CCSS will work to ensure that student success continues to drive the direction for the system.

What actions are you implementing to sustain areas of strength?

CCSS will continue Key Leaders meetings to support communications and expectations of the system. Updates, announcements and celebrations will continue to be published on the system website, local television and newspaper and social media. The Teaching and Learning department will continue to provide direction and professional learning opportunities for implementing the CCGPS and Georgia Milestones expectations. The professional development plan will be updated annually as a result of the staff needs assessment survey.

What plans are you making to improve the areas of need?

The CCSS will consult with stakeholders on additional methods that can be used to increase involvement and awareness about the process for developing its purpose. The first step toward improving this area will be: publishing the school purpose process on the CCSS and school websites and eBOARD. Including representatives from all stakeholder groups to assist in developing the mission and vision statements will ensure that student success is at the core of the decision making process. Professional development can also be used as a tool to enhance professional practice in the area of depth of knowledge and creating more rigorous lessons.

Governance and Leadership

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

Overall Rating: 2.83

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

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

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| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|--|--|---|---------|
| 2.3 | The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. | The governing body 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 maintains a distinction between its roles and responsibilities and those of system and school leadership. | <ul style="list-style-type: none"> •District strategic plan •Examples of school improvement plans •Social media •Survey results regarding functions of the governing authority and operations of the district •Maintenance of consistent academic oversight, planning, and resource allocation •Agendas and minutes of meetings | Level 3 |

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

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|---|---|--|---------|
| 2.5 | Leadership engages stakeholders effectively in support of the system's purpose and direction. | Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. System and school leaders' efforts result in some stakeholder participation and engagement in the system and its schools. | <ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan •Involvement of stakeholders in district strategic plan | Level 2 |

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| 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. | <ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Job specific criteria•Representative supervision and evaluation reports | Level 3 |

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

What were the areas of strength you noted?

The CCSS is governed and led by six Board of Education (BOE) members who are elected by district, in the general election, to a four-year term. The BOE and the superintendent form the governance team for the school system. They focus on increasing student achievement and organizational effectiveness. The Board operates with the understanding that their responsibility is to establish policy, and the superintendent is responsible for day-to day operations of the school system. Monthly meetings and called meetings follow district protocol for decision making and recommendations.

The Board participates in Georgia School Board Association (GSBA) conferences to ensure they are in accordance with defined roles and responsibilities. Additionally, the Board participates in a minimum of nine professional development hours annually. The Board was recognized as a Quality Board of Distinction in 2013 as well as receiving a GSBA certificate for Standards for Local Boards of Education compliance for the years 2010-2012.

Policies and practices are in place supporting the purpose, direction, and effective operation of the district, as well as the individual schools. Each school has a school/student handbook developed by the individual school, and the district has developed a personnel handbook that governs all schools. All policies and practices promote effective instruction and assessment, as well as a challenging learning environment. While the district oversees the Special Education and Response to Intervention (RTI) process for individualized instruction and interventions, each school has developed a schedule and process to meet its students' needs. Each school has effective communication strategies ranging from email, to automated telephone messages, to newsletters, among many other forms of communication, to keep parents informed of educational opportunities and happenings at each school. Professional growth of staff is supported through professional learning opportunities provided by the district, individual schools, and various outside resources including but not limited to Chattahoochee-Flint RESA and the Georgia Department of Education (GADOE). All staff attends professional learning yearly, and documentation is kept at each school and the district office.

School level governing bodies evaluate by collecting data through the Teacher Keys Effectiveness System (TKES) and Leader Keys Effectiveness System (LKES). The school system follows the formally adopted Code of Ethics from the State of Georgia, and all staff participates in annual training. Conflict of interest is outlined in board policy. Governing body members, including but not limited to district personnel and school administration, are all required to participate in a professional development process. Development of the professional learning curriculum is based on a needs assessment from each school and survey data. Professional learning offers a wide range of topics.

The autonomy of school leadership is protected and supported, by the district governing body which allows each school to implement a School Improvement Plan (SIP) tailored to its individual needs. Each SIP focuses on the areas of purpose and direction, governance and leadership, teaching and assessing for learning, resources and support systems, and using results for continuous improvement.

With support from the Board of Education, leaders and staff throughout the system align their decisions and actions toward continuous improvement to achieve the system's purpose. Through the TKES/LKES process, all leaders and staff are held accountable for student learning. Because the district holds each school accountable for collaborative time, each school has created its own schedule to accomplish collaboration both vertically and horizontally. Innovation, collaboration, shared leadership, and professional growth are supported and overseen by the district and Board of Education; however, each school should be assured the autonomy to determine the exact direction to take as best needed for that particular school concerning those areas.

Effective communication with stakeholders as well as stakeholder feedback is important to the school system. The district provides many forms of communication, such as automated calling, a district website, Infinite Campus Parent Portal, Facebook, email, and newsletters. Each school also has various forms of communication, such as Shoutpoint, school websites, automated calling and newsletters/bulletins. Stakeholder input is collected through various stakeholder meetings at the district and school level, such as advisory councils and surveys. Each active stakeholder has a sense of ownership in decision making at the school and district levels.

CCSS is in the first year of full implementation of TKES/LKES. Data obtained from walk-throughs and formative observations is critical in improving professional practice and student learning.

What were areas in need of improvement?

There are aspects of each standard that require more consistency. While there are policies and practices requiring and offering professional growth, the CCSS cannot assert all staff receives the same training. In the area of day-to-day operations, consistency is not always feasible in all situations. The system will make plans to develop long-term measurable goals for the professional learning in order to ensure accountability of leaders and staff that provide for the success of the students.

Parent survey data reveals a concern that the governing body ensures that leadership at all levels have the autonomy to meet goals for achievement and to manage the day to day operations effectively. In addition, the district will continue to explore enhanced levels of communication between all stakeholders.

What actions are you implementing to sustain the areas of strength?

The CCSS will sustain areas of strength by implementing research-based supervision and evaluation instruments and providing professional learning opportunities to all faculty and staff in areas identified in the needs assessment process. In addition, communication to all stakeholders will continue to target a diverse audience. The governing body will continue to follow policies in place and develop new ones, as needed, to ensure consistency and student achievement at all levels.

What plans are you making to improve the areas of need?

Using the TKES/LKES process, the CCSS will determine additional professional learning needs and increase professional learning opportunities. In an effort to expand the professional growth of its staff, the CCSS plans to increase professional learning opportunities for instructional paraprofessionals. Chattahoochee Flint RESA will continue to be a resource offering endorsements, course offerings and additional workshops. Addressing communication, the CCSS schools will begin to collaborate on the effective modes of communication currently implemented in order to increase two-way communication between the district/schools and stakeholders.

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: 2.58

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|---|---|--|---------|
| 3.1 | The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. | Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations across the system. Teachers in all schools individualize some learning activities for each student in a way that supports achievement of expectations. | <ul style="list-style-type: none"> •Course, program, or school schedules •Student work across courses or programs •Course or program descriptions •Survey results •Lesson plans •Posted learning objectives •Descriptions of instructional techniques | 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. | <ul style="list-style-type: none"> •Curriculum guides •Common assessments •Standards-based report cards •Surveys results •Program descriptions •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum | Level 2 |

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| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|---|---|---|---------|
| 3.3 | Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations. | Teachers 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. | <ul style="list-style-type: none"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Authentic assessments •Examples of teacher use of technology as an instructional resource •Findings from supervisor formal and informal observations •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Surveys results •Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs | Level 3 |

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

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| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|---|---|--|---------|
| 3.5 | The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels. | Some system staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels, content areas, and other system divisions. Staff members promote discussion about student learning and the conditions that support student learning. Learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among system personnel. System personnel express belief in the value of collaborative learning communities. | <ul style="list-style-type: none"> •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Professional development funding to promote professional learning communities •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. | <ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning | Level 3 |

| 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. | <ul style="list-style-type: none"> •Survey results •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 |

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| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|--|--|--|---------|
| 3.8 | The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress. | Programs that engage families in meaningful ways in their children's education are designed and implemented. System and school personnel regularly inform families of their children's learning process. | <ul style="list-style-type: none"> •Performance-based report cards •Examples of learning expectations and standards of performance •Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •Samples of exemplars used to guide and inform student learning | Level 3 |

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

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

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| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|---|---|--|---------|
| 3.11 | All staff members participate in a continuous program of professional learning. | All staff members participate in a continuous program of professional learning that is aligned with the system's purpose and direction. Professional development is based on assessment of needs of the system. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning. | <ul style="list-style-type: none">•Survey results•District quality control procedures showing implementation plan for professional development for district and school staff•District professional development plan involving the district and all schools•Crosswalk between professional learning and district purpose and direction | Level 3 |

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

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

What were the areas of strength you noted?

The Crisp County School System (CCSS) has high expectations for all students to reach their full academic potential through a data driven approach to teaching and learning including the enhancement of curriculum, assessments, and instructional design. Every facet of the educational process throughout the CCSS is motivated by the collection of data through various assessments, and the adjustment of curriculum and instruction is based on the data collected. Furthermore, professional learning and personnel decisions are influenced by a systematic process of collecting data from a variety of sources.

CCSS was awarded the Striving Reader Grant (SRG) in 2014 and is in the first year of implementation. The grant requires specific types of data collections through common assessments. Lessons and instruction is determined based on data results. Other assessments include formative and summative assessment. All assessments are designed to develop student learning and to provide differentiated instruction aligned with the Common Core Georgia Performance Standards (CCGPS) and are systematically monitored and adjusted to ensure student

success. Teachers are provided release time to work as teams for developing effective instruction and assessments. Saturday School and after school tutoring are available for the high school students. Extended Learning Time is offered at the middle and high school.

Currently, each school in the CCSS uses a system of benchmarking and universal screening to collect achievement data on groups of students as well as individuals. The elementary schools currently use Dibels and SRI (Scholastic Reading Inventory). Dibels is used through grade 2 with SRI being used through grade 12 in order to obtain a lexile score. Dibels (Dynamic Indicators of Basic Early Literacy Skills) is administered 3 times a year and is used to assess the acquisition of early literacy skills. We use DIBELS to measure students' sound and letter recognition fluency, phoneme segmentation fluency, nonsense word fluency and oral reading fluency. SRI is a research-based computer-adaptive reading assessment that measures reading comprehension on the Lexile Framework for Reading. Teachers are using this data to inform instruction within their classrooms because of the ability to make more accurate placement recommendations.

All schools administer benchmark tests in order to identify skill gaps. The benchmark data is used to determine students' areas of strengths and weaknesses. Data is collected from benchmark assessments as well as classroom diagnostic, formative, and summative assessments. Teachers and school leaders meet regularly in grade-level and content-level groups ensuring a vertical and horizontal communication and alignment. Teachers collaborate to adjust and enhance the curriculum delivery and educational experience in all subject areas in all grade levels. Mentoring and coaching is provided throughout the year to promote teaching and learning. New hires are provided with an orientation process and a mentor for support. Teachers conduct walkthroughs of their peers using a rubric and afterwards collaborate and share ideas.

CCSS leaders monitor and support the improvement of instructional practices through the Teacher Keys Evaluation System (TKES) and the Leader Keys Evaluation System (LKES). Results from these monitoring systems and teacher professional development surveys provide the information for professional learning. The SRG offers professional learning on analyzing data and on utilizing the data to improve instruction. The District Literacy Trainer (DLT) provides professional learning for integrating reading and writing across all content areas. An in-depth monthly newsletter, Crisp Forward, keeps teachers informed on the reading, writing, and technology connections.

Professional development is provided by system and school leaders as well as RESA consultants that keep teachers current on research related to differentiation in order to provide support for unique learning styles of students.

System and school personnel use data to identify unique learning needs of all students. Data is collected through multiple assessments. The RTI system helps to identify needs and strengths of students. Data is collected and teachers use this data to serve students in the regular classroom or submit evidence for further testing. Opportunities are provided at each school level for intervention and remediation. In addition to targeted instruction, the data collected throughout the school system also contributes to Tier I, standards-based instruction in individual classrooms. Following a review of data from a variety of sources, including the Statewide Longitudinal Data System (SLDS), universal screening data, benchmark data, reports of progress, and informal assessments, teachers design lessons to address specific needs of their students throughout the CCSS. Technology, such as interactive whiteboards, iPads, document cameras, student response systems, computers, and assistive technology are available for our students. This provides teachers with the tools they need to effectively design and implement differentiated instruction on a daily basis. Technology specialists are available to support the technology infrastructure and provide support and training.

Currently, the CCSS funds at least one academic coach at each school and three parent engagement coordinators. The academic coaches support the instructional process providing guidance to the instructional staff by analyzing data and assisting in the process of not only designing instruction but delivering instruction as well. Additionally, the academic coaches provide in house professional learning and seek out other sources of specialized professional learning. Each parent engagement coordinator facilitates communication between stakeholders and the school. They ensure that adequate correspondence is delivered by the school in an attempt to increase student achievement and establish communication among parents, guardians and the schools. This is accomplished through newsletters, electronic communications

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and automated phone messages.

Employees of the CCSS use a data driven approach to build a foundation of instructional practice which provides all Crisp County students an opportunity to reach their full academic potential. All personnel are dedicated to perpetual growth in the CCSS through a self-reflective, data-driven approach to education.

What were areas in need of improvement?

The areas in which the CCSS needs to improve are in two distinct categories: Student achievement and parent involvement. Student achievement gaps have been identified by the College and Career Ready Performance Index (CCRPI) across the system in the areas of Students with Disabilities (SWD), English Language Learners (ELL) and the overall growth of all students. CCSS strives to provide effective support services for students throughout the system. In connection with this information, the CCSS needs a more standardized approach to the RTI process. We recognize the need for development of a more focused vertical and horizontal alignment for curriculum and more time for grade and content collaboration.

The second component in need of improvement is parent involvement, particularly communication with stakeholders. Each school within the system employs multiple ways to convey information; however, despite these efforts, communication from stakeholders is low.

What actions are you implementing to sustain the areas of strength?

In order to increase the level of achievement in the CCSS, we must continue to grow and evolve. For example, the RTI process has been implemented at each school, but the system must strive to find ways to refine and enhance the process. Professional learning must be created to reflect the needs of our students. As new technology becomes available, the CCSS will provide training and instruction. The CCSS is in the first year of implementation of the Teacher Keys Effective System (TKES) and Leader Keys Effective System (LKES) to support continuous growth and development of each teacher/leader. Additionally, the CCSS is administering Student Learning Objectives (SLOs) to measure teacher effectiveness. SLOs provide a student growth measure by comparing achievement levels at the beginning of a course with the achievement levels at the end of a course. Finally, the CCSS will continue to use support personnel such as academic coaches and parent engagement coordinators.

What plans are you making to improve the areas of need?

The CCSS is a member of the Chattahoochee Flint (RESA). CFResa provides resources for all of our schools in the areas of teacher induction, quality instruction, parent involvement, and professional learning opportunities based on needs assessment results. Furthermore, realizing the abundant need to generate involvement from current stakeholders, the CCSS will continue to monitor parent involvement and explore avenues to improve communication between school and home as reflected in each school's School Improvement Plan (SIP). Through the student information system (Infinite Campus parent portal), parents can view grades, attendance, and high stakes testing data of their children from any Internet access point. Our parents will soon have access to SLDS data for their child(ren) through the Infinite Campus Parent Portal. Providing opportunity is not the challenge; the challenge lies in persuading stakeholders to seize the opportunities. Finally, the RTI process will continue to evolve from individual processes at each school to a more cohesive, system-wide process. This will be accomplished through communication among RTI stakeholders.

Resources and Support Systems

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

Overall Rating: 3.0

| 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. | Clearly defined 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 use a formal, systematic process to 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 all positions necessary to achieve the purpose and direction of the system, individual schools, and educational programs. | <ul style="list-style-type: none"> •Survey results •District budgets or financial plans for the last three years •District quality assurance procedures for monitoring qualified staff across all schools •School budgets or financial plans for last three years •Documentation of highly qualified staff •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff for the district and schools | Level 4 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|--|---|---|---------|
| 4.2 | Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations. | Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is protected in policy and practice. System and school leaders work to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and school leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the purpose and direction of the system and its schools. | <ul style="list-style-type: none"> •Examples of school schedules •District quality assurance procedures showing district oversight of schools pertaining to school resources •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •Examples of school calendars •District strategic plan showing resources support for district | Level 3 |

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| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|--|---|--|---------|
| 4.3 | The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. | System and school leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with stakeholders. System and school personnel as well as students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated. | <ul style="list-style-type: none"> •District quality control procedures showing the monitoring of compliance with district expectations for school facilities and learning environments •Example systems for school maintenance requests •Survey results •Documentation of compliance with local and state inspections requirements •School safety committee responsibilities, meeting schedules, and minutes | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|--|---|---|---------|
| 4.4 | The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system. | The system has policies and procedures for strategic resource management. The system employs a long-range strategic planning process in the areas of budget, facilities, and other strategic system components. The strategic planning process is evaluated for effectiveness, and improvement plans related to the process are developed and implemented when necessary. Strategic plans are implemented with fidelity by the governing body, and system leaders and have built-in measures used to monitor implementation and completion. | <ul style="list-style-type: none"> •District strategic plan showing the areas of budget, facilities, quality control, and other strategic systems •Survey results •Policies, handbooks on district and school facilities and learning environments | Level 3 |

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

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| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|--|---|--|---------|
| 4.6 | The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs. | The system provides a fully functional technology infrastructure, working equipment, and a technical support staff to meet the teaching, learning, and operational needs of stakeholders. System and school personnel develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment. | <ul style="list-style-type: none"> •Brief description of technology or web-based platforms that support the education delivery model •Policies relative to technology use at the district-level and school-level •Survey results •District technology plan and budget to improve technology services and infrastructure for the district-level and school-level •District quality control procedures that monitor the effectiveness of technology services at the district-level and school-level •Assessments to inform development of district and school technology plans | Level 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|--|---|---|---------|
| 4.7 | The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served. | The system has 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. | <ul style="list-style-type: none"> •Agreements with school community agencies for student-family support •Survey results •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students •Child Abuse Protocol, attendance protocol, Family Connections Meeting Agendas | Level 3 |

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| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|--|--|--|---------|
| 4.8 | The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students. | The system has designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students. | <ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Survey results•Description of IEP process•District quality assurance procedures that monitor program effectiveness of student support services•Description of referral process•Work based learning opportunities and program description, RTI process | Level 3 |

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

What were the areas of strength you noted?

Crisp County School System (CCSS) provides systematic and clearly defined policies, processes and procedures for hiring and retaining highly qualified (HiQ) personnel along with other personnel needed to operate an effective and efficient school system. The CCSS has successfully developed policies and procedures in human resources that have facilitated a system Hi-Q status of 99.52% (2013), 99.37% (2014) and 94.84% (2015). The Crisp County Board of Education (BOE) policy: GBC Professional Personnel Recruitment, intends for the system to conduct effective recruitment that will best serve the mission of the system. CCSS is the second largest employer in Crisp County. We have 615 total employees: 327 of which are certified staff and 288 are classified support staff.

CCSS has experienced austerity reductions in funding by the State since FY03. While this reduction in funding necessitated an initial furlough to employees of 10 days, gradually CCSS has been able to add these instructional and planning days back and now provides 179 days of instructional time for students and 188 days of instructional and planning time for teachers. CCSS continues to supply the necessary materials to support instruction and other general fiscal resources sufficient to support the purpose and direction of the district strategic plan. Instructional minutes for the school day continue to meet or exceed the time allocations required by AdvancEd SACS/CASI as well as the Georgia Accrediting Commission.

In addition to the Quality Basic Education (QBE) funding received by the district and the individual schools, local and federal funds play a role in the success of the CCSS. Funds are received from Title I-A, Title II-A, Title VI-B IDEA, Title VI-B RLIS, and e-Rate to support school and district efforts to improve student achievement. Title I funding is available to all schools to supplement their efforts to provide instructional support to their students through resource materials, personnel, and technology to ensure equal access to education for all students. All schools benefit from all other types of funding sources. Our Special-Purpose Local Option Sales Tax (SPLOST) also provides funding to our system and is allocated for facilities, textbooks, media materials, buses, and technology.

The technology infrastructure and equipment of the CCSS supports the teaching, learning, and operational needs for both students and staff. Currently Crisp County Primary is the only building equipped with high density managed wireless. The system developed a three-year

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technology plan which included updating the technology infrastructure, updating equipment, and hiring technical support to meet the needs of the system. Improvements include installation of high density managed wireless in all school and system offices. The bandwidth to serve each location has increased to 250 MB through Georgia Public Web and 100 MB with AT&T to facilitate and support Internet access, as well as to support the increased use of devices in classrooms and the recent change in policy allowing students to bring their own devices. The school system is supported by a fiber optic wide area network (WAN) composed of nine local area networks (LANs). Most classrooms in the system are equipped with interactive boards to facilitate the integration of technology with instruction.

Even with ongoing budget cuts, the CCSS remains committed to providing quality instruction, academic resources, and support for the physical, emotional, and social needs of all students. This is accomplished by providing our students with support and services that are made possible through the local decision to employ additional key personnel. Examples include full-time school counselors, academic coaches, graduation coaches, intervention specialists, technology specialists, a district school nurse, paraprofessionals, media clerks, a district social worker, school resource officers, and at least one full-time assistant principal at each school. Parent engagement coordinators funded through Title I, plan and organize educational events to assist parents in becoming more involved in the educational process of their children. The benefits of the services provided by these personnel are evaluated and adjustments are made, as needed, to maximize positive outcomes for students. In addition to these human resources, maintaining and continuously improving our technology/information resources to support instruction has also been a system priority. The close working relationship that the CCSS has cultivated with community support agencies like the Department of Family and Children Services, Department of Juvenile Justice, and other service organizations has enhanced the overall well-being and academic success of all students and helped meet family needs.

In order to ensure quality services, the system provides, coordinates and evaluates the effectiveness of services and then designs programs to meet the needs of the students. CCSS encourages support from community leaders. System representatives serve on the Crisp County Poverty Strategy Team and are discussing ways to help break the generational poverty through mentoring programs. Others serve on the Crisp Alliance for Literacy and are working toward providing books to families and students through First Book initiative. The community supports a Teen Maze project where the educational leaders will participate in a poverty simulation.

Career planning and counseling are emphasized and provided to all students from elementary school through high school. Crisp County Middle School and Crisp County High School both have two counselors to assist students with career and educational decisions. Crisp County High School and Crisp County Middle School have a very dynamic Career, Technical, Agricultural Education (CTAE) program which assists students in successfully transitioning to a career pathway. CTAE pathways are offered based on student interest and completion rates. Additionally, the Student Attendance Review Board (SARB) plays a vital role in ensuring that all students attend school. In order to promote the physical well-being of students, the CCSS offers physical education programs, free breakfast and lunch, and a district school nurse with an equipped medical clinic at CCPS.

The current five-year local facilities plan will expire in 2015 and the BOE is in the process of developing a new plan. The system closely monitors facilities with regularly scheduled maintenance, safety, and cleanliness checks. Stakeholders are aware of expectations for maintaining the schools and a process for reporting maintenance needs is in place. Just recently, the entrances at each school were remodeled to increase safety. Renovations included a keyless entry feature for staff members that provided another level of security for our students.

What were the areas in need of improvement?

CCSS has begun a process for updating the technology infrastructures of the system. The Striving Reader Initiative has enabled the technology department to begin updating. A plan has been submitted for approval through Erate that would enable CCSS to install high density managed wireless at CCHS, CCMS and CCES. The goal is to develop a long-term plan for purchasing and implementing new

technologies that support student learning.

CCSS was awarded the Striving Reader Initiative Grant and has used some of the funds for updating technology infrastructure in all schools. This grant also provides funds for providing material resources as well as fiscal resources that support the educational programs and system operations. Teachers are provided with professional learning opportunities for ensuring that instructional time is utilized in support of teaching and learning.

Middle and High School Student surveys rated "The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff" lower than other indicators in this Standard. The CCSS works diligently to make safety for all stakeholders a priority. This is evident in existing safety protocols included in the System and School Emergency Plans, the addition of a School Resource Officer (SRO) at CCPS, equipping each school with surveillance cameras that are monitored, installing security entrance doors that control access to students and staff by school visitors, participating in safety walk-throughs conducted in conjunction with representatives from our local sheriff department, performing routine bus inspections according to state guidelines, and conducting routine facilities inspections for necessary repairs.

Discussion on the need for improvement centers on the age of many of the CCSS facilities. The CCSS's newest facility is Crisp County Primary School, which was opened in April of 2014. Portions of Crisp County Middle School and Crisp County Elementary School date back to the 1950s. Crisp County High School was opened in 1995. The construction of a new middle school will rank high in priority on the new facility plan.

What actions are you implementing to sustain areas of strength?

The CCSS will continue to facilitate and monitor the district strategic plan in order to support our vision and mission. District and school leaders must continue to work cooperatively with the Board of Education and local taxpayers to remain fiscally secure in order to provide the personnel and programs to support the academic, physical, social, and emotional well-being of our students. The CCSS must continue to request and analyze feedback from stakeholders in regard to all aspects of the system so that we will be able to meet our community needs. Maintaining our current open door policy and interaction with community stakeholders and news agencies is a must for sustaining local support that the CCSS receives in terms of the financial and human capital that play a huge role in the success of the system and its students. Monitoring staffing needs and maintaining a highly qualified professional staff must continue to be at the forefront of the decision making process. Continuing to provide individual schools and school level administrators with the autonomy to make instructional and hiring decisions based on their specific data and needs will be vital to sustaining continued student growth and achievement.

What plans are you making to improve the areas of need?

Communication with all stakeholders will continue to be studied to meet the needs of CCSS, moreover, the CCSS may need to consider what we are communicating, as well as how much. For example, regarding the district's facilities, it is important to ensure all stakeholders understand the benefits of renovations funded by SPLOST. Publishing newsletters highlighting the positives about our well-maintained buildings, as well as hosting open houses, could also help us shed light on our truly well-kept facilities. In addition, the CCSS will continue to develop and monitor school and system goals related to student achievement, system technology needs, facilities' needs, and fiscal needs through the development of individual SIPs, district's SIP, the Five-Year Facilities Plan, the Three-Year Technology Plan, and the Emergency Plans. The CCSS will need to focus attention on communicating our planning process to all stakeholders so that all participants in the educational process understand the efforts that go on behind the scenes.

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: 2.6

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|---|--|---|---------|
| 5.1 | The system establishes and maintains a clearly defined and comprehensive student assessment system. | System and school personnel maintain and use a comprehensive assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance. The comprehensive assessment system ensures consistent measurement across classrooms, courses, educational programs and system divisions. Most assessments are proven reliable and bias free. The comprehensive assessment system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning. | <ul style="list-style-type: none"> •Brief description of technology or web-based platforms that support the education delivery model •Documentation or description of evaluation tools/protocols •Survey results •Evidence that assessments are reliable and bias free •Dibels description, SRI, Ga Teacher Resource Link Guide, GaDOE Assessment Handbook 2014-2015, GaDOE SLDS Best Practices for Administrators, Teachers and District SIS managers | Level 3 |

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

Accreditation Report

Crisp County School System

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|---|--|---|---------|
| 5.3 | Throughout the system professional and support staff are trained in the interpretation and use of data. | Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data. | <ul style="list-style-type: none">•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. | Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate improvement, and system and school personnel systematically use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level. | <ul style="list-style-type: none">•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 | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|---|---|--|---------|
| 5.5 | System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders. | System and school leaders monitor comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Leaders regularly communicate results using multiple delivery methods and to all stakeholder groups. | <ul style="list-style-type: none">•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.

What were the areas of strength you noted?

Accreditation Report

Crisp County School System

The vision of the Crisp County School System (CCSS) is "to provide a high quality education to develop future leaders." In order to ensure the attainment of this goal, the schools within the system employ a balanced student assessment program to pinpoint individual, subgroup, and school-wide achievement trends. Each school complies with all state-mandated testing requirements and supplements the testing program to include other assessments that may be locally developed or commercially purchased. Students at all levels are assessed using measures that are criterion based or norm-referenced. This results in a multi-faceted picture of achievement and/or areas for intervention that can be identified and addressed, as needed.

The Striving Reader Initiative requires specific assessments targeted at each grade level. The data is collected and utilized by the teachers for providing instruction in the classroom. The Striving Reader Initiative supplies support for gathering and analyzing data. This support will be delivered in a continuous manner for five years.

Results of student achievement are reported to personnel and staff during collaborative meetings. Each school has a data room where pertinent data is stored and utilized. Other stakeholders receive information through reports sent home, Infinite Campus, newsletters, social media and the school website.

All schools within the system use student achievement data and CCRPI indicators/targets to write a School Improvement Plan (SIP) annually. The goals of each plan are monitored across the school year through School Leadership Team meetings. In addition to school level improvement plans, the CCSS has a district improvement plan and a strategic plan which are continually monitored and refined to reflect our system goals.

Each school has an established Response to Intervention (RTI) protocol, which includes universal screening instruments so that students who are not performing up to the expectation of the standards can be quickly identified and remediated. Students who are identified as needing extra assistance are placed in the appropriate RTI tier and then are progress monitored accordingly. While each school has an RTI procedure in place, there are differences in protocols based on the level of the students and the personnel and materials available at each school. Students who do not respond to intervention are referred for comprehensive assessment to determine eligibility for special education services.

The district-wide full implementation of the Teacher Keys Effectiveness System (TKES) and the Leader Keys Effectiveness System (LKES) has placed a sharpened focus on student academic performance since multiple standards directly address student assessment and achievement. Training related to the new evaluation system is on-going and is being facilitated in a variety of ways. These include collaborative learning communities, grade level teams, and school improvement or school leadership team meetings. Teachers from throughout the school district are in the process of administering Student Learning Objectives for students in grade levels/courses that do not have a state-required assessment.

Teachers in all schools have protected planning time daily and meet as grade level teams or content area teams frequently. The frequency of the meetings is determined by each school. During team meetings, student achievement data is addressed and adjustments to the pace or direction of instruction can be made. All schools in the CCSS have a full time academic coach who is available to work with individual teachers or teams of teachers to review student achievement data and/or develop enrichment or remediation plans for students.

What were areas in need of improvement?

With the new teacher evaluation system in full implementation at the state level, there is a continued need to provide teachers additional training in understanding Georgia's Student Growth Model. Teachers in grades or courses without required state-wide assessments will need

training to understand the pre- and post measures that will be used to calculate their Teacher Effectiveness Measure. Over the next several years teachers will need focused support to ensure their success using TKES.

Though all teachers are provided daily protected planning time, there are obstacles to providing common planning time between special education and general education teachers on a consistent basis. The greatest obstacle is rooted in funding, as special education teachers are funded based on segments so they may work with multiple grade levels/content areas during the school day. Schools are working to solve this issue by maximizing the school day. The student subgroup with the lowest performance rates historically on state-mandated assessments have been students with disabilities. Increased training to meet student needs, along with changes in delivery models, has led to improved results for this group. Maximizing time for collaboration and communication between general education and special education teachers will yield improved results with this subgroup.

Besides collaborative planning between general education and special education, schools would benefit from more vertical planning time within a content area to help teachers understand the progression of the standards and the required components for mastery at each level. Fully recognizing all component parts of standards mastery will ensure student achievement.

What actions are you implementing to sustain the areas of strength?

The schools within the CCSS meet monthly to review student achievement data and school improvement goals. Refinements and adjustments to individual school improvement plans are made as needed, as these plans are fluid. The results of TKES Walk-Throughs and formative observations are used to determine patterns that support student achievement.

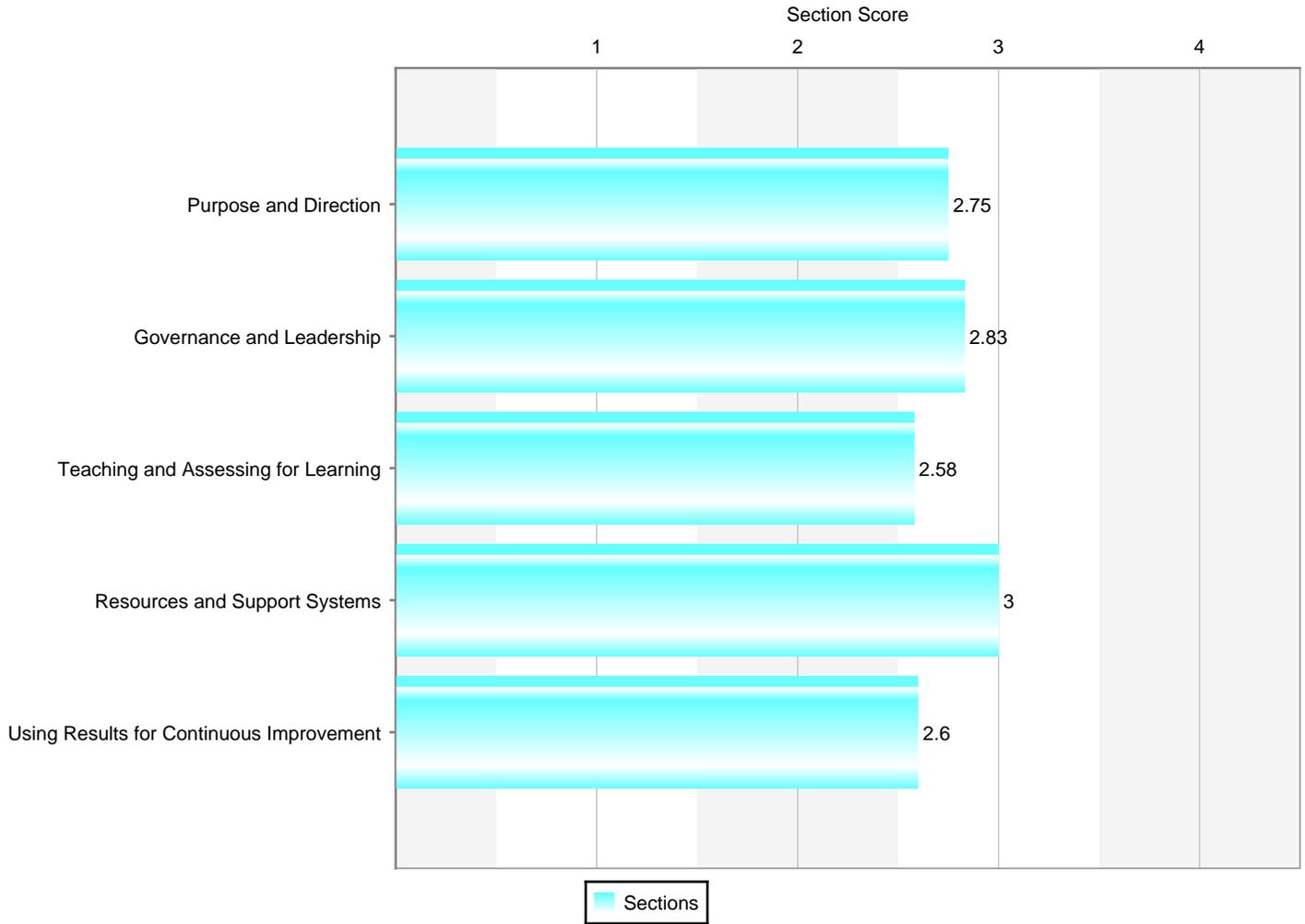
As with any organization, communication of school improvement efforts and student performance can be a challenge. To facilitate communication within the school, between the school and district, and between the schools/system and the community, the use of eBOARD has been increased so that all stakeholders can stay apprised of current school improvement efforts and initiatives. Additionally, the parent engagement coordinator at the elementary schools and middle school meet with parent groups regularly. These meetings are in addition to the state-required School Council meetings that are conducted according to individual by-laws at each school.

What plans are you making to improve the areas of need?

Each school improvement or school leadership team and the district will take action to ensure continued student growth and achievement. These actions will include maximizing the instructional day, effectively utilizing personnel, adjusting or refining school and district improvement plans, and continuing to use TKES and LKES for evaluation purposes. Professional learning opportunities, aligned to each school's improvement plan, will continue to be developed and offered to support student achievement and teacher growth as measured by TKES.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|--|
| 1. | Did you complete the Stakeholder Feedback Data document offline and upload below? | Yes | | CCSS Stakeholder Feedback Worksheet CCSS Stakeholder Data Document CCSS Survey Results by Standard CCSS Survey Results by Indicator |

Evaluative Criteria and Rubrics

Overall Rating: 3.5

| | Statement or Question | Response | Rating |
|----|------------------------------|---|---------|
| 1. | Questionnaire Administration | Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants. | Level 3 |

| | 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?

In responding to their survey statements, parents indicated overall satisfaction with an average rating of 4.0 or higher (Agree) on all standards. The ratings were as follows: Standard 1 - 4.29, Standard 2 - 4.12, Standard 3 - 4.24, Standard 4 - 4.22 and Standard 5 - 4.27.

Standard 1 was rated the highest, which pertains to purpose and direction.

On individual indicators, Indicator 1.3 reflected the highest rating with a 4.32.

-Indicator 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.

Students also recognized strengths across the board on the early elementary, elementary, middle and high school surveys. The early elementary schools' ratings were as follows: Standard 1 - 2.98, Standard 2 - 2.92, Standard 3 - 2.82, Standard 4 - 2.94, and Standard 5 - 2.96. The elementary schools' ratings were as follows: Standard 1 - 2.95, Standard 2 - 2.67, Standard 3 - 2.78, Standard 4 - 2.84, and Standard 5 - 2.73. The middle school and high school ratings were as follows: Standard 1 -3.63, Standard 2 - 3.36, Standard 3 - 3.65, Standard 4 - 3.33, and Standard 5 - 3.41.

Standard 1 was rated the highest, which pertains to Purpose and Direction.

On individual item responses, the following reflected the highest ratings:

Early Elementary

- My teacher wants me to learn.
- My teacher wants me to do my best.
- I learn new things in school.
- I am safe at school.
- My school has books for me to read.
- My teacher tells me when I do good work.

Elementary

- In my school my principal and teachers want every student to learn.
- In my school my teachers want me to do my best work.
- My school has computers to help me learn.
- My principal and teachers help me to be ready for the next grade level.

Middle and High

On individual indicators, Indicator 4.4 reflected the highest rating with a 3.82, 1.3 with a rating of 3.81 and 1.1, 3.2 and 3.6 with ratings of 3.8.

Accreditation Report

Crisp County School System

-Indicator 4.4 The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.

-Indicator 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.

-Indicator 1.1 The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.

-Indicator 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.

-Indicator 3.6 Teachers implement the system's instructional process in support of student learning.

The faculty and staff members gave high marks across the board with an overall satisfaction rate of 4.0 (Agree) or higher. The ratings were as follows Standard 1 - 4.33, Standard 2 - 4.29, Standard 3 - 4.02, Standard 4 - 4.18, and Standard 5 - 4.13.

Standard 1 was rated the highest, which pertains to purpose and direction.

On individual indicators, Indicators 1.3 and 4.1 reflected the highest ratings with a 4.35. Close behind were Indicators 2.1, 2.4 and 2.6 with ratings of 4.34.

-Indicator 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.

-Indicator 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.

Indicator 2.1 The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.

-Indicator 2.4 Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.

-Indicator 2.6 Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.

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

Accreditation Report

Crisp County School System

In the fall of 2014, we used the AdvancEd stakeholder survey to serve as a baseline for collecting stakeholder survey results. Our overall results indicate ratings of 4.15 for our staff stakeholders, 4.82 for our early elementary student survey, 4.63 for our elementary student survey, and 3.53 for our middle and high school student survey. Combined student surveys have a rating of 3.92. Our parent survey generated an overall rating of 4.24. Given the fact that surveys were administered only once, we were unable to obtain trends. While the overall results were satisfactory, we acknowledge that we have areas that need attention in order to grow.

Our district continues to move forward with our parent stakeholders being our most satisfied stakeholders. Even with positive responses on the parent surveys, we must continue to focus on each of these areas to ensure that we continue to strive to meet our vision and our mission.

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

Other sources of feedback are based on additional parent involvement surveys, conversations, and meetings with various stakeholders at different educational levels. The safety of our students, faculty, and staff has always been a top priority for our school system. Mostly satisfaction has been noted for this particular area at all school levels. Even with our attention focused on this element of the school day, we recognize that improvements can always be made when it comes to safety and security. As a result of input and societal concerns, we have improved our existing security systems. Resource officers are on-site at the high school, middle school and primary school campuses. Door locking systems and keyless entry has also been added at all schools with the exception of the middle school. Children must feel safe in order to learn. Faculty and staff must feel safe in order to do their job effectively. Parents trust us with their most treasured possessions; and so we must do our job by doing our very best to protect them.

Areas in Need of Improvement

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

Survey results from all three stakeholder groups resulted in a comprehensive review of areas in need of improvement. Individual results of the lowest average score for each stakeholder group are noted below.

Parents

Rating of 3.74

-Indicator 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.

Rating of 3.84

-Indicator 2.2 The governing body operates responsibly and functions effectively.

Students - Early Elementary

Rating of 2.63

Indicator 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.

Rating of 2.68

Indicator 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.

Students - Elementary

Both Indicators had a rating of 2.37

-Indicator 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.

-Indicator 5.1 The system establishes and maintains a clearly defined and comprehensive student assessment system.

Students - Middle and High

Rating of 2.85

-Indicator 4.3 The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

Rating of 3.23

-Indicator 5.5 System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.

Staff

Rating of 3.91

-Indicator 3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.

Rating of 3.92

-Indicator 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.

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

In the fall of 2014, we used the AdvancED stakeholder survey to serve as the baseline for collecting stakeholder survey results.

We do recognize the need to take actions to fill gaps as perceived by our parent stakeholder group. For parents our greatest gap appears to be in the area of Standard 2: Governance and Leadership. We would be wise to focus on asking for stakeholder input to find additional ways to improve in this area.

Staff members recognized the need for professional learning in the areas of peer coaching, support for new staff members, and formal discussions about student learning. Conversation has already started on how to best fill this need.

What are the implications for these stakeholder perceptions?

Our district recognizes the need to put necessary actions in place to fill gaps perceived by stakeholders. Both parents and students believe that there should be a greater emphasis on home-school connections, relationships with adults and fellow students, and making real world connections to subjects being taught.

The need to improve the home-school connection resulted in the hiring of additional parent engagement coordinators at our schools. Title I funds have been set aside for the past two years to address this need. Although, parent involvement is not at the level that we desire, the position of parent engagement coordinator has been instrumental in increasing the parent involvement component at each school.

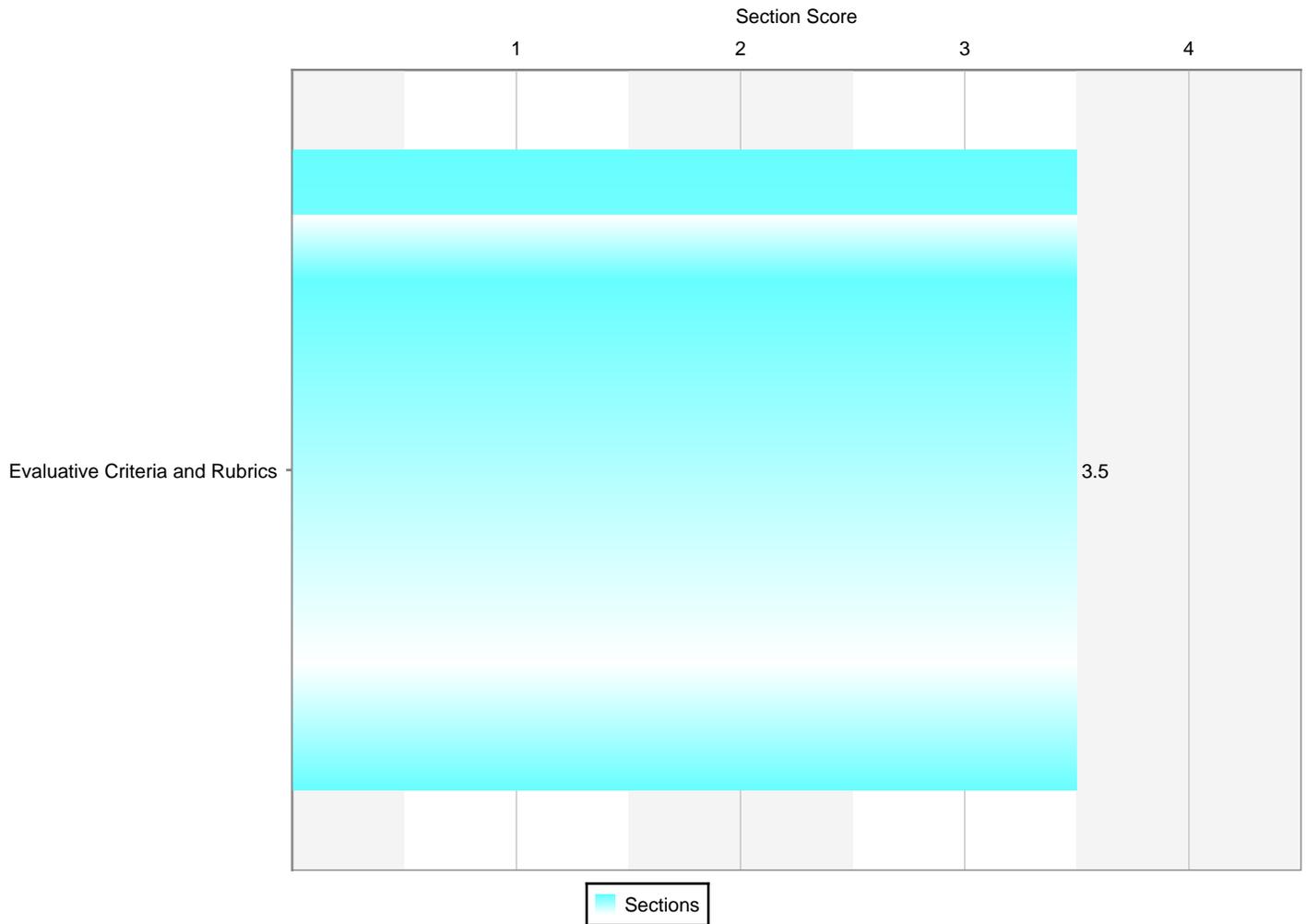
The CCSS recognizes the need for an effective teacher professional development program. The need for this is driven by several things. First, all new teachers, whether beginning teachers or simply those new to the system, need support in order to grow and be successful. Providing additional support will help our system retain teachers longer who in the past may have thought teaching was not the profession for them because of frustration or feelings of inadequacy. Second, the program will provide a more customized professional learning plan for those teachers who need assistance to perform in a more effective manner. Third, as Georgia moves toward Tiered Certification, there will be a greater need for teacher development and support. Having a good professional learning plan will support teachers as they move from the induction certificate to the professional certificate.

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

The improvement areas for the district are a result of AdvancED stakeholder surveys and other feedback sources. The feedback is based on observations, conversations and other surveys.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.0

| | 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 acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected. | Level 3 |

| | Statement or Question | Response | Rating |
|----|-----------------------|--|---------|
| 4. | Equity of Learning | Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline. | Level 2 |

Areas of Notable Achievement

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

LCRCT data at the Primary School indicates that math performance is above the expected levels in both 1st and 2nd grades.

Reading and ELA CRCT data from Grades 3-5 shows students scoring 90% and above in these areas over the last three years.

Crisp County Middle School has high expectations for all students to Meet or Exceed the state standards. Reading on 2014 CRCT was at or above 94% in all grade levels, with 6th grade topping off at 98%

The data presented below includes scores for students that Meet and Exceed.

6thGrade increased the following CRCT scores from 2010 to 2014:

Reading: 88% in 2010 to 98% in 2014

Math: 74% in 2010 to 86% in 2014

Science: 64% in 2010 to 75% in 2014

Social Studies: 72% in 2010 to 87% in 2014

7thGrade increased the following CRCT scores from 2010 to 2014:

Social Studies: 79% in 2010 to 83% in 2014

Reading: 91% in 2010 to 94% in 2014

8th Grade increased the following CRCT scores from 2010 to 2014:

Science: 63% in 2010 to 74% in 2014

Social Studies: 78% in 2010 to 83% in 2014

Crisp County High School (CCHS) Language Arts classes performed above the expected levels during the 2013-2014 school year as indicated by the required state End of Course Test Results. State assessment results for 9th Grade Literature were at 80% meeting and exceeding (52% met and 28% exceeded). State assessment results for 11th grade American Literature were 92% meeting and exceeding (61% met and 31% exceeded). ELA promotion data for 2013 indicates that 87% of ELA students passed 9th grade Literature and 11th grade American Literature.

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

Trending data shows an average of 90% of Grade 2 students meeting or exceeding in reading and math on the LCRCT. 90% or more of Grade 1-2 students have consistently met or exceeded the LCRCT in math over the past three years.

Grades 6 - 8 all demonstrate positive trends in raising level of students from meets to exceeds from 2010 to 2014.

enrolled in Physical Science passed the state required End of Course Test (EOCT) with 37% meeting and 37% exceeded). In 2013, 77.2% of students enrolled in Physical Science passed the state required EOCT with 41.1% meeting and 36.1% exceeding. In 2014, 80% of students enrolled in Physical Science passed the state required EOCT with 38% meeting and 42% exceeding. Over a 3 year period the percent of pass scores in Physical Science increased from 74% to 80%.

CCHS Economics state assessment results indicate a positive trend in performance over the past 3 years. In 2012, 61% of students enrolled in Economics passed the state required EOCT with 45% meeting and 16% exceeding. In 2013, 68.1% of students enrolled in Economics passed the state required EOCT with 36.6% meeting and 31.5% exceeding. In 2014, 78% of students enrolled in Economics passed the state required EOCT with 36.6 meeting and 42% exceeding. Over a 3 year period the percent of pass scores in Economics increased from 61% to 78%

Which area(s) indicate the overall highest performance?

90% of 1st and 2nd grade students have consistently met or exceeded the LCRCT in math over the past three years.

Reading CRCT scores have been consistently high at the elementary school level, especially in 5th grade. Last year, after re-takes were administered on the CRCT, SWE's 5th grade scored a 100% Meeting/ Exceeding the Standard on the Reading CRCT.

At CCMS, since 2010, 6th grade has shown tremendous increases in several content areas. The highest overall performance gain was in social studies which increased 15 percentage points. 8th grade science showed growth from 2010 to 2014 in the percentage of students who met or exceeded by 11 percentage points from 2010 to 2014.

CCHS required state assessment scores clearly indicate that English/Language Arts courses indicate the overall highest performance over a 3 year period. The End of Course Test (EOCT) pass rate increased from 87% in 2012 to 92% in 2014 in American Literature. In addition, the state required EOCT in 9th Grade Literature pass rate increased from 79% in 2012 to 80% in 2014.

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

Increases in 2nd grade students meeting requirements for the LCRCT from 2012 to 2014 are evident in the following subgroups:

Black (63-80%) This indicates a 17% increase over three years.

Females (55-76%) This indicates a 19% gain.

Students with Disabilities (43-64%) This indicates a 21% gain.

At the elementary level, the Hispanic, multi-racial, and Asian population score as well or better in all areas as the white population of the school with the exception of last year's 5th grade writing test.

At CCMS, ED students were able to make gains in all areas except writing. In addition to ED students showing gains, SWD students also showed gains in math, science, and social studies. White and black sub-groups have shown a slight increase in academic performance in reading, math, science, and social studies.

CCHS is showing a clear trend toward increasing performance in Economics and Physical Science as indicated by state assessment results over the past 3 years.

Between which subgroups is the achievement gap closing?

At the Primary School, LCRCT data shows no achievement gap between 2nd grade students in black and white subgroups who did not meet requirements in math. Each subgroup had only 1% of students not meeting requirements.

At the elementary level, the Striving Reader Grant has changed the way classroom teachers deliver instruction in their classrooms. The achievement gap in reading is closing with these new initiatives. There is no achievement gap in reading between black, white, Hispanic, Asian, multi-racial, LEP and ED. The only gap in reading is between SWD and all other students. Last year the gap was 19 percent in reading.

At CCMS, since the 2011-2012 school year, the achievement gap between all students and SWD has been closing in reading, math, language arts, science and social studies.

At CCHS, the gap in the subgroups SWD and black students is showing minimal signs of closing. Gaps still exist with both subgroups in most academic areas. Black and white students both met the Participation Rate and the Subgroup Performance Target in American Literature; while SWD did meet the Participation Rate, but not the Subgroup Performance Target in American Literature. The gap is closing minimally in the area of American Literature.

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

CCPS uses other data sources such as classroom assessments and benchmarks. Math scores from these assessments are consistent with LCRCT results for first and second grade.

Classroom performance, benchmark assessments, SRI and other assessments provide valuable data to the teachers and staff at CCES so that students' needs are met. Data obtained from these sources is consistent with CRCT results.

The data at CCMS is consistent with the CCRPI report. Since the 2011-2012 school year, CCMS shows gains in reading, science and social studies. The ED/EL/SWD performance points show a 2.6 percentage point increase.

CCHS core content promotion data is consistent with state End of Course data. The promotion rate for Language Arts classes, Science classes, and Social Studies classes is noticeably higher than the promotion rate for Math classes. All of the data sources indicate that Math is the weakest academic area.

Areas in Need of Improvement

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

LCRCT language arts scores in 1st grade are below expected levels of performance with an average of 84%.

In grades 3-5, science is an area that has consistently been low throughout the last three years. With Reading/ELA scoring 90% and above and math and social studies in the 80% plus range, science lags behind in the 75%-80% range.

While CCMS demonstrated an overall percentage increase in reading, math, science, and social studies, scores were below the majority of the state mean comparison scores. CCMS's goal is to improve the overall reading, math, science, and social studies scores and meet/exceed rates of all students on GA Milestones, and increase the number of students scoring in the exceeds category.

At CCHS, the academic area below the expected levels of performance is Math. High school state driven math curriculum has changed frequently over the past 3 years and thus the state required End of Course test has also changed. This makes it challenging to measure progress from year to year because curriculum and state assessments have changed. A root analysis of this problem 2 years ago did reveal that students lack basic math calculation fluency. In response to the findings, we implemented Ascend Math Solutions 2 years ago during the Extended Learning Time (ELT) to provide individualized math instruction for students most at risk in Math.

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

LCRCT language arts scores in first grade have fallen over the last three years. Overall scores have decreased from 91% in 2012 to 75% in 2014.

In grades 3-5, there has been little improvement in scores from the SWD subgroup over the last three years.

At CCMS, students with disabilities (SWD) continue to struggle across the board. Mathematics, science, and social studies are problematic areas on the CRCT. Even though SWD scores have improved since 2012, they are well below the state average.

Math at CCHS continues to be the content area that shows a negative trend in performance. Math is the most challenging academic area for students. Through the use of a West Georgia RESA universal math screener and standardized math fluency probes developed by Vanderbilt University, CCHS was able to identify a major root cause of students' math deficiencies. An analysis of the universal screening data, benchmark data and classroom performance data revealed that one of the root causes of math deficiencies in the student population is that they are not proficient in Basic Math Fluency.

Which area(s) indicate the overall lowest performance?

Language arts is a critical area of concern in 1st grade.

Based on the CRCT results from the last three years, science continues to be the lowest area of performance in Grades 3-5.

In grades 6-8, science was the lowest performance as indicated by the results of the 2013-2014 CRCT. While school-wide meets/exceeds rates were in the 80's and 90's for all subjects, the rate in science was in the 70's.

At CCHS, math performance is the content area with the overall lowest performance.

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

The number of black students not meeting LCRCT language arts standards in 1st grade has increased from 11% in 2012 to 31% in 2014.

At CCES, the students with disabilities (SWD) have scores on the CRCT which fluctuate from year to year. The percentages will increase for a few years and then drop back to a lower percent than previous years.

No subgroup at CCMS indicated a trend towards decreasing performance.

At CCHS, SWD and black students show a trend toward decreasing performance.

Between which subgroups is the achievement gap becoming greater?

There is an achievement gap between 1st grade black and white students. Data shows a significant gap between students not meeting LCRCT requirements with a 5% difference in 2012 to a current 20% difference in 2014. Data also indicates a significant gap among 1st grade black and white students exceeding LCRCT requirements. There is an average 28% achievement gap between these subgroups over the last three years.

CCES shows an achievement gap between SWD and all other subgroups in all areas. There is also a slight gap between the black subgroup and the subgroups of white, Hispanic, and multi-racial in mathematics.

At CCMS, students with disabilities (SWD) and the all students category have a gap which is widening.

AT CCHS, the achievement gap between SWD and black students is not becoming greater at this time, but not closing either. CCHS is making minimal progress closing the achievement gap with both subgroups in ELA classes, but the gap is still too great in Math, Social Studies and Science.

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

CCPS uses other data sources such as classroom assessments and benchmarks. Language arts scores from these assessments are

consistent with LCRCT results for first grade.

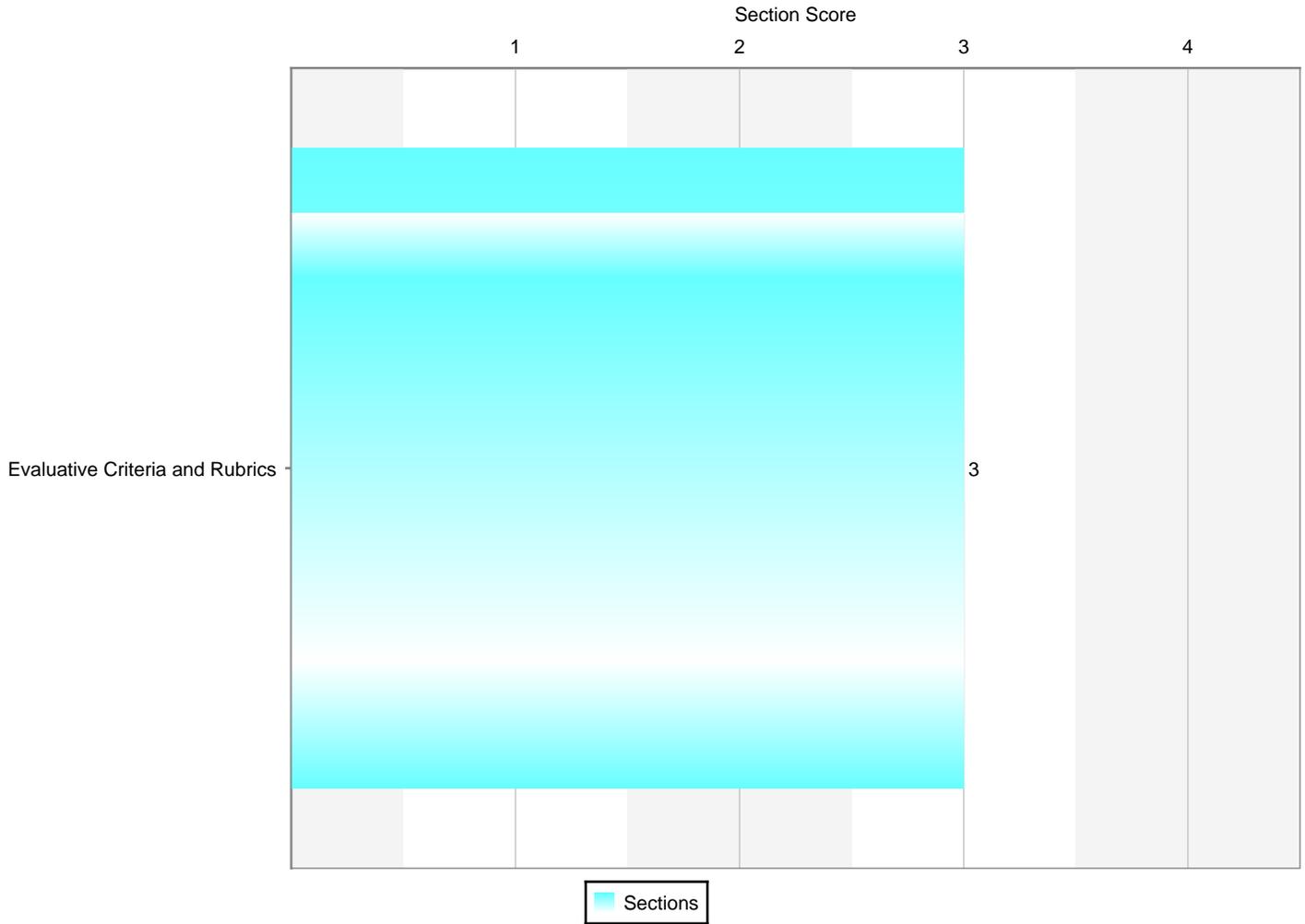
Classroom performance, benchmark assessments, SRI and other assessments provide valuable data to the teachers and staff at CCES so that students' needs are met. Data obtained from these sources is consistent with CRCT results.

At CCMS, despite improvement in science on the CCRPI report, it is an area where improvement is still needed.

At CCHS, promotion data and benchmark results are more consistent than the state required End of Course test results in the area of Math. The promotion data indicates that 30% or more of students are not successful with the math curriculum and approximately 22% to 45% of students did not pass the Math Benchmarks. The benchmarks administered are closely tied to the state required standards for math courses.

Report Summary

Scores By Section



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. | <p>The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to:</p> <ul style="list-style-type: none"> - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities | Yes | The major restructuring of schools in Crisp County School System, which took place from April 2014 to August 2014, is clearly explained in the Executive Summary. | |

| 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 | The current Emergency Plan for Crisp County School System is attached. | Emergency Plan-CCSS - 2014-15 |

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

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|-------------------------------|
| 5. | The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST). | Yes | The Strategic Plan for the current year is attached. The plan supports the AdvancED Standards for School Systems. | CCSS Strategic Plan 2014-2015 |

Accreditation ReportCrisp County School System

| 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 | The Quality Assurance Process is attached. | AdvancED CCSS Quality Assurance Process |