



Accreditation Report

Clayton County School System

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Executive Summary

Introduction

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

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

Description of the School System

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

Located just 12 miles south of Georgia's capital city of Atlanta, Clayton County covers 143 square miles and is home to 259,424 residents. While it is one of Georgia's smallest geographical counties, it is one of the most densely populated. Clayton County has the relaxed and neighborly feel of a small town, but with all the amenities of a major metropolitan area. An attractive lifestyle, business opportunities, a fine public educational system plus a university, and numerous excellent healthcare facilities make Clayton County a highly attractive place to live, work and play.

The Clayton County Board of Education is the governing authority of Clayton County Public Schools (CCPS). The board consists of nine members elected by voting districts. Two of these members are elected by the board itself to serve as chairperson (two year term) and vice-chairperson (one year term). All members serve staggered, four year terms. The Board establishes general policies, approves expenditures and appointments, sets the tax rate, and decides school sites and construction.

According to the U.S. Bureau of Labor Statistics, Clayton County's September 2010 unemployment rate was 12.2%, which is a 4.8 percentage point increase from 2005. The 2010 report stated that of the 90,633 households, 42.1% had children under the age of 18 residing with them and 14.8% were aged 65 or older. Further, 57% of households owned their home and 43% were rental properties. Approximately 10.9% of Clayton County residents were foreign born, primarily from Mexico and Vietnam. The median income of Clayton County households in 2010 was \$42,975, which is nearly \$4,500 lower than the average median income in the state of Georgia. Also at that time, 16.4% of Clayton County residents were living below the poverty level. In January 2011, the cost of living index in Clayton County was 86.2. With the USA average at 100, this score for Clayton County depicts that the cost of living in this district is lower than many other parts of the country. During 2009 (the last year for which validated data are available), there were 4,221 live births in Clayton County. Of this total, 50.9% were born to unmarried women and 9.3% were born to women between the ages 15 to 19.

Of Clayton County's residents 25 years old and over, 82.9% have graduated from high school and 17.5% hold a bachelor's degree or higher according to the 2010 U.S. Census report. Between 2005 and 2010, Clayton County Public Schools reported a 9-12 dropout rate increase from 1.1% to 4.6%. In 2007, the dropout rate was its lowest at 0.8%.

As with many other school systems in the state and nation, the financial crisis has been a major issue in Clayton County Public Schools in recent years and is expected to remain a factor in planning for the foreseeable future. While the district has enjoyed strong fiscal leadership and has weathered many challenges, adjustments have had to be made. Reductions in expenditures have affected every department and every school in the district. Everyone has been required to find a way to do more with less. The following are some of the many responses that the district has made to address these challenges:

- The district's millage rate has been set at the maximum allowed by law.
- The district had maximized its state FTE (Full Time Equivalency) funding.
- Specified central office and school-based positions have been eliminated or restructured.
- Furlough days have been taken by all staff members.
- Under a state waiver, maximum class sizes have been increased.
- Alternative School has been restructured into a virtual program with student support.

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- The purchase of new textbooks has been delayed.
- Two International Baccalaureate Programs have been consolidated into one.
- A transportation shuttle system has been implemented for students in special programs (International Baccalaureate, Fine Arts Magnet, Rex Mill Theme School, Unidos Dual Language, Middle School Alternative, etc.)
- Energy conservation measures have been implemented.
- Grant opportunities have been pursued.
 - o 2010-2011 - awarded 36 grants
 - o 2011-2012 - applied for 154 grants; awarded 62 grants totaling \$1,409,578.38
 - o 2012-2013 - applied for 99 grants; to date, awarded 27 grants totaling \$723,900.
- All departmental budgets have been reduced.

One of the unique challenges of CCPS is a shrinking tax base and the increasing competition for district dollars. From the implementation of Common Core Georgia Performance Standards to being a part of the federal Race to the Top Program to implementation of the new Georgia teacher and leader evaluation systems, the district has been faced with a myriad of changes in a short period of time. Each requires training, support, time and funding. While these are all formidable challenges, the district has a proven record of accepting unique challenges and overcoming obstacles to benefit the students of the district.

Clayton County serves 51,407 students which consist of 70.71% African American; 4.61% Asian/Pacific Islander; 3.24% Caucasian/White; 18.46% Hispanic; 2.71% Multi-Racial; .27% American Indian/Alaska. Clayton County has a teaching staff of 3,092: 72.08% African American; 1.26% Asian/Pacific Islander; 24.9% Caucasian/White; 1.09% Hispanic; .45% Multi-Racial; .19% American Indian/Alaska.

All staff members are dedicated to helping each student reach his or her potential. Employees have shown their willingness to increase their knowledge about pedagogy by furthering their education. Out of 3,092 certified teachers employed by CCPS, 1,451 have earned Masters degrees. An additional 625 have sixth year degrees while 80 have seventh year degrees.

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 vision of CCPS is to be a district of excellence preparing ALL students to live and compete successfully in a global society. To that end, the mission of the district is to be accountable for providing a globally competitive education that empowers students to achieve academic and personal goals and to become college and career ready, productive, responsible citizens. Together, these statements express the organization's commitment to students, families, the country, and their future in the world.

The mission, vision, and belief statements of CCPS were developed in a collaborative and transparent process over a two-day (August 21-22, 2009) working session. These sessions pulled together community stakeholders, all principals, school personnel and students in a community-based process. The result by consensus was a body of work that was reviewed by the public with the opportunity to provide input via an electronic survey. Over 2,600 stakeholders submitted opinions about the recommended vision, mission, belief statements and goals. The finalized documents were presented for approval to and adopted by the Board of Education at the September 14, 2009, meeting. Since that time, the mission, vision, belief statements and goals have been reviewed and revisited for updates to the stakeholders through community meetings on five separate occasions. Meetings were held March 22, 2010, September 3, 2010, January 29, 2011 and August 31, 2011. Attendance at these meetings averaged approximately 100 individuals. Throughout this time, on-line access was provided for stakeholder input and feedback regarding the mission, vision, beliefs, and goals of the district. On August 30, 2012, a stakeholder group consisting of community members, board of education members, administrators, teachers, and parents undertook a comprehensive review of all guiding documents. As a result of that meeting, slight revisions were made to the mission, vision, and belief statements. Goals that had been met were revisited and changes made to reflect district successes as well as additions made to mirror current identified needs. These revisions were presented to and approved by the Clayton County Board of Education on November 5, 2012.

The district's Strategic Plan includes six system-wide goals that help focus and align school and department improvement plans as well as guide the allocation of resources. These goals are:

- (1) Academic Achievement: To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national, and international assessment results
- (2) Safe-Orderly-Secure Learning Environments: To provide and maintain a safe, orderly and secure learning environment
- (3) Engagement of All Stakeholders: To create an environment that promotes active engagement, accountability, and collaboration of all stakeholders to maximize student achievement
- (4) Effective Communication: To effectively communicate the system's vision and purpose and allow stakeholder involvement in an effort to build understanding and support
- (5) Organizational Processes: To provide high quality support services delivered on time and within budget to promote student academic success in the Clayton County Public Schools
- (6) Highly Qualified and Effective Staff: To recruit and retain highly qualified and effective staff

Strategic goals are further defined through specific objectives, initiatives, and action steps. Each of these objectives is measured and reported to all stakeholders.

and its schools. All departments, programs and schools are aligned to the Strategic Improvement Plan. The Superintendent's Executive Cabinet is comprised of district level senior management and area superintendents. Its purpose is to oversee all the operational aspects of the departments, programs and schools using the district's vision and purpose as a guiding principle for all decisions.

Senior-level management ensures that department goals and objectives are aligned to the district's Strategic Improvement Plan and support the learning process. The area superintendents, along with their area support team for school improvement, ensure alignment of each school's goals and objectives as defined in individual School Improvement Plans.

All School Improvement Plans have strategies to ensure that schools meet the educational needs of all students, preparing them to compete in a global society. Through the Professional Learning Department, teachers receive the professional development and information necessary to adapt instruction to the educational needs of all students. Each School Advisory Council (SAC) is responsible for the development and monitoring of the School Improvement Plan (SIP).

This coordinated approach, led by the Superintendent and Executive Cabinet and supported by the Board of Education, ensures that the vision, purpose and goals permeate the district and is disseminated throughout the community. This approach also promotes the implementation of research-based instructional strategies, innovations, and activities to support proficiency in standards and readiness for college and/or careers. District systems, such as assessment tools, curricular pathways, and innovative programs, align to support this common goal for all students.

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.

Clayton County boasts of many notable achievements. In all areas of the district, from student achievement to technology, the district seeks to exemplify excellence. In 2011-2012, student performance on every high school End of Course Test improved substantially in all academic areas. SAT scores in Critical Reading and Mathematics also showed marked improvement. Additionally, more students received Georgia Work Ready Certificates than ever before in the history of the district. Clayton County Public Schools was recently recognized by Governor Nathan Deal for having 100% participation in the Go Build Georgia High School Team. The number of students scoring a three or higher on Advanced Placement tests increased six percent. These scores demonstrate the commitment and dedication of a teaching staff that is 100% Highly Qualified as designated by the Georgia Professional Standards Commission. Clayton County is the only district in the state which holds this distinction. The number of high school seniors receiving college scholarships increased 69.3% from 2011 to 2012. The students of the district received approximately \$29,100,000 in scholarship funds.

Clayton County Public Schools' facilities are second to none. In the past four years the district has opened Charles Drew High School in Riverdale, a comprehensive high school hosting a stellar Culinary Arts program; Eddie J. White K-8 Academy, one of the few K-8 facilities in Georgia; and a new Morrow Middle School and a new Riverdale Elementary School replaced aging facilities. In that same time period the district granted a charter to Elite Scholars Academy, a secondary school which will graduate its first class in 2014. The district is currently breaking ground for the Fine Arts Magnet High School on the grounds of the state-of-the-art Clayton County Performing Arts Center. As well as being expertly maintained, all facilities have been renovated or modified within the past five years. The S. Truett Cathy Professional Development Center earned the Office Building of the Year award in the Government Building Category in 2008-2009. CCPS Business Services Department received the Achievement of Excellence in Procurement by the National Procurement Institute.

The Finance Department of CCPS has been awarded the Certificate of Excellence in Financial Reporting from the Association of School Business Officials International (ASBO) for the years ending June 30, 2007, 2008, 2009, 2010, 2011 and 2012. CCPS also received the Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association of the United States and Canada (GFOA) for the years ending June 30, 2009, 2010, 2011 and 2012. The department also received the Achievement of Excellence in Procurement for 2008, 2009, 2010, and 2011.

The district also enjoys state-of-the-art technology from instruction to administration to operations. Every classroom is a 21st Century classroom housing a variety of technology including computers, Smartboards, Turning Point Systems, document cameras, LCD projectors, iPods, and wireless Internet connectivity. All busses are equipped with GPS as well as video cameras. The district is in the process of implementing Infinite Campus, a student information system. Training of staff members is underway and the system will go live July 1, 2013.

Clayton County Public Schools has long been a data-driven district. This strong analytical focus is one of the factors that has allowed the district to continue providing quality service in the face of steep annual budget cuts. The district continues to show excellence in the stewardship of public funds as evidenced by positive eSPLOST (Educational Special Local Option Sales Tax) and annual financial audits.

Clayton County Public Schools is proud of the many honors and recognitions which have been bestowed upon its staff and students in recent years. The following is a partial list of the accolades earned by members of the CCPS family:

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- 2011 Milken Teacher Education Award Winner - Mount Zion High School (only winner of this prestigious award from the state of Georgia in 2011)
- Georgia State Champions in Mock Trial Competition in 1988, 2002, 2003, 2006, 2007, and 2008
- United States National Champions of Mock Trial in both 2007 and 2008 - Jonesboro High School
- 4th place World Mock Trial Champions in 2012
- Georgia State Champions in JROTC in 2012 - Mundy's Mill High School
- Two Georgia State Science Fair first place winners in 2011-2012 - North Clayton Middle School
- Engineering & Design Club 2011-2012 State first place winner in Graphic Design - Charles Drew High School
- State DECA 2011-2012 first place winner in Economics - Riverdale High School
- 16 State FBLA 2011-2012 first place winners - Charles Drew High School, Forest Park High School, Mundy's Mill High School, and North Clayton High School
- 16 State FCCLA 2011-2012 first place winners - Charles Drew High School, Lovejoy High School and North Clayton High School
- 15 State HOSA 2011-2012 first place winners - Lovejoy High School and Mundy's Mill High School
- 2011-2012 State SKILLS USA first place winner - Riverdale High School
- Six State TSA first place winners - Lovejoy High School and Riverdale High School
- The Georgia state high school AAAAA football runner-up in 2012 and 2013 - Lovejoy High School
- The Georgia state high school 4x400 meter AAAA champion relay team in 2011 - Morrow High School
- The Georgia state high school AAAA champion in 200 meters in 2012 - Morrow High School
- The Georgia state high school AAAA champion in Women's Golf - North Clayton High School

On the Social Studies and Science portions of the 2012 CRCT, students in grades 4 through 8 showed unprecedented gains.

Grade Level	Social Studies	Science
4th Grade	+6	+8
5th Grade	+15	+11
6th Grade	+10	+8
7th Grade	+18	+11
8th Grade	+17	+21

The number of students who scored in the "exceeds standards" category on the CRCT reading has continued to increase for the past four years. From 2011 to 2012, the percent of students scoring "exceeds standards" in grade 3 increased from 27% to 33%; in grade 4 from 23% to 31%; in grade 5 from 20% to 22%; in grade 6 from 26% to 30%; in grade 7 from 13% to 16%; and in grade 8 from 20% to 28%.

Students with disabilities have continued to demonstrate steady improvement on the 4th and 7th grade English/Language Arts CRCT and on the 7th grade Social Studies CRCT.

For the first time, the district saw improvement in student performance in all areas of the EOCT. Students saw significant gains in Math I (9 points) and Economics (8 points). The district also saw a 5-point gain in Math II, Biology, 9th Grade Literature, and U.S. History.

Challenges in student performance in mathematics and meeting the achievement goal of 90% or above in all CRCT areas exist. Closing the achievement gap between various sub-groups is also a challenge. Further, early interventions and extra assistance are needed for high school students to be better prepared for AP (Advanced Placement), IB (International Baccalaureate), SAT (Scholastic Aptitude Test) and

ACT (American College Testing) exams.

Research has shown that the classroom teacher is the most effective resource in raising student achievement. Teachers and leaders receive targeted and focused professional development related to improving teaching and learning. Providing staff with time to learn and time to practice is critical to student success. Focus walks are utilized as a tool to identify areas of growth and areas for improvement. Professional learning and selection of instructional interventions are refined with the use of these data.

The district also needs to explore ways to increase local business and community involvement. More community volunteers are needed to enhance the educational environment. Both students and the community mutually benefit from authentic partnerships.

Additional Information

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

Another unique feature of CCPS relates to the revocation of AdvancED accreditation in August 2008, and the subsequent and substantial changes made to the district in order to regain probationary status in May 2009 and full accreditation status in May 2011. These thirty-three months saw the citizens of Clayton County, the local Board of Education, the students of the district, and a cadre of committed system employees diligently work to regain public trust and overcome negative perceptions. This work was guided by the standards of AdvancED and the required mandates and recommendations from the visiting Special Review Team. In addition to the district hosting four review team visits throughout the two-year probationary period, each of the sixty-six schools successfully hosted a Quality Assurance Review. The results of this laser-like focus were four-fold: (1) an emphasis on students and the impact each decision makes on their education, (2) an involved electorate who remains engaged and active as community stakeholders, (3) a commitment to total transparency regarding district business, and (4) a stronger organization with an unmistakable direction for the future.

In September 2012, the district received a letter of concern from AdvancED citing three areas. The district responded to this letter reporting actions that had been taken to address those concerns. In January 2013, the district received confirmation from AdvancED that the district has addressed these three issues adequately.

Having regained full and unqualified accreditation, CCPS welcomed more than 51,000 students to learn in its classrooms - 3,000 more than in the previous year. This speaks to the community's confidence in the school system and the caliber of education provided to students. "Great Things Are Happening in Clayton County."

CCPS is the 85th largest school district in the United States and the fifth largest in Georgia according to the 2010 National Center of Education Statistics. The district provides educational services to its students in the following manner:

- 36 elementary schools including
 - o A charter dual language school at Unidos Dual Language School, the only dual language elementary in the state of Georgia, and
 - o Fine Arts Magnet Elementary School Program at Jackson Elementary School
- 14 middle schools including
 - o A math/science theme school at Rex Mill Middle School, and
 - o The Fine Arts Magnet Middle School Program at M.D. Roberts Middle School
- A K-8 Academy at Eddie White Academy
- A 6-12 Charter Academy at Elite Scholars Academy
- 9 high schools including
 - o The Fine Arts Magnet High School Program at Mount Zion High School
- 1 Alternative School including
 - o High school offered virtually, and
 - o Middle school offered on site
- 2 Special Education Program Schools
 - o South Metro/Ash Street, and
 - o Flint River School
- 1 Technical Career Center/Open Campus High School at Eula Ponds Perry Center

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School sites in Clayton County Public Schools System are supported by a unified central office system. The main central office is located in the county seat of Jonesboro. Other facilities include the S. Truett Cathy Professional Learning Center in Jonesboro; the CCPS International Center in Morrow; the CCPS Performing Arts Center in Jonesboro; three football stadiums/competitive tracks located in Lovejoy, Riverdale, and Jonesboro; and a centralized maintenance facility, a centralized transportation facility, and a technology information system center all located in the middle of the district in Jonesboro. A satellite transportation facility is also located in Riverdale to maximize funding and resources.

The district owns and operates its own television station, Channel 24 via Comcast Cable TV, which airs educational programming from CCPS around the clock. Program offerings include CCS Today, graduation videos, meetings of the Board of Education, Superintendent's Report, Sports Beat, and special features. This medium has provided numerous opportunities to share information with the many stakeholders of the district.

The district also offers free adult basic education classes, English literacy classes for speakers of other languages, and Graduation Equivalency Diploma (GED) preparation classes at four locations within the district (Eula Wilborn Ponds Perry Learning Center, Forest Park High School and two correctional facilities). Classes are offered both during the day and in the evening. Campus Kids, a before and after-school enrichment program, is also offered as a service to the parents/guardians of Clayton County students. The Campus Kids program is held at the elementary school where students attend.

The twenty-one school psychologists employed by CCPS help teachers, school leaders, parents, and students to understand prevent and solve problems; promote positive mental health and effective environments for learning; and determine personal strengths and weaknesses in learning and aptitude.

CCPS has twenty-one school social workers that serve as liaisons between the school, home, and the community to ensure the academic, personal, and social success of students. School social workers are proactive in delivering preventative services to students designed to minimize and/or remove barriers to student achievement. They work collaboratively to facilitate an environment that is conducive to the needs of every learner.

The school health program has developed community partnerships with the Clayton County Board of Health, Children's Healthcare of Atlanta, Clayton State University, local health care providers, American Red Cross, and Help a Child Smile Dental Services. This has resulted in flu clinics for employees and students, referral of high risk students with chronic illness, participation in an Obesity/Diabetes Prevention Grant, and dental care for students.

The Clayton County Chamber of Commerce and CCPS celebrated its third Principal Partner Day program during the 2012-2013 school year. This program provides an opportunity for business and community leaders to visit schools and serve as "principal for a day" to gain first-hand experience of the strengths and challenges of running a public school. CCPS welcomed seventy-two representatives of business and community organizations for the Principal Partner Day.

Clayton County Public Schools in collaboration with the Clayton County Juvenile Justice System is now employing a System of Care (SOC), managed by a full-time administrator, incorporating the Clayton County Collaborative Child Study Team (Quad C-ST). Quad C-ST meets regularly to assess the needs of students at risk for court referral and recommends an integrated services action plan to address the student's disruptive behavior. The panel consists of a mental health professional, the student's school social worker and counselor, a social services professional, juvenile court officer, and approved child service providers, and it is moderated by a trained facilitator provided by the court. The panel links the child and family to services in the community not available to the school system. The panel developed an array of

evidence based treatment programs such as functional family therapy, multi-systemic therapy, cognitive behavioral programming, wrap-around services, and more.

The Clayton County Board of Health completed the 2012-2013 school year assessment of immunization certificates for CCPS. The results for the K-5 School/Facility compliance are 99.92% and the K-5 Student/Child compliance is 99.76%. The Sixth Grade School/Facility compliance is 99.86% and the Sixth Grade Student/Child Compliance is 99.81%. The school/facility compliance is an indicator of the school's maintenance of required immunization documentation. The student/child compliance is an indicator of how many children have been age appropriately immunized or have required exemption documentation on file. Although, each year the district strives for 100% compliance, CCPS has improved the compliance for immunizations over 50% in the last three years.

The Clayton County Nutrition Services Department exists to provide high quality and affordable meals to students, staff and community stakeholders while adhering to federal nutritional guidelines and ensuring food safety. In the pursuit of this mission, the following has been accomplished:

- During 2011-2012, CCPS provided over 11 million breakfast and lunch meals to students in the district.
- Breakfast is served at no cost to students attending 10 Provision II schools in the district.
- Free snacks are provided to all students that remain for extracurricular activities after the regular school day.
- Free meals are available to children residing in the district during the summer months through our Seamless Summer feeding program.
- The district ranks as one of metro Atlanta's highest free and reduced price meals school districts.
- CCPS is a "self-supporting" enterprise fund that is currently operating in the black
- Federal grants were awarded to several schools to help offset the high cost of equipment expenditures.
- The department recently underwent a federal and state audit which confirmed compliance to all governing regulations.
- During the aforementioned audit, the state department identified several best practices that could be adopted by other school districts.

Self Assessment

Introduction

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

Purpose and Direction

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	The system's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •District purpose statements - past and present •Documentation or description of the process for creating the district's purpose including the role of stakeholders •Written District Quality Assurance Review procedures and documents that monitor its schools' adherence to the district purpose and direction •Survey results •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 •School Messenger Communications; Marquee Display of Communication 	Level 3

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

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is 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">•Examples of schools' continuous improvement plans•Survey results•Statements of shared values and beliefs about teaching and learning•Academic Pathway; The district Strategic Plan; Cross-Functional Team Agendas and Sign-in Sheets; District Protocols; Teacher Keys Evaluation System Manual	Level 3

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

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

The vision of the Clayton County Public Schools is to be a district of excellence by preparing all students to live and compete successfully in a global society. In order to achieve this, we embark on the mission of being held accountable to all stakeholders for providing an education that empowers students to achieve academic and personal goals and to become college and career ready, productive, responsible citizens. Our belief statements guide our mission and are the basis of our Strategic Improvement Plan.

In order to review, revise, and communicate the mission, vision, belief statements, and strategic goals, all stakeholders are provided the

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opportunity to participate. The communication for all activities regarding this process is publicized through printed materials, television advertisements, website notifications, calling posts and on school campus marquees.

Each school site also seeks stakeholder input on the school's mission and vision which are aligned with the district's statements. A key component at this level is the inclusion of the School Council which is mandated by Georgia law and is intended to bring parents and community members together with school personnel for decisions regarding school improvement.

The district's Strategic Improvement Plan is the basis for all planning and improvement at the district and school level. The goals are as follows:

- 1) To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national, and international assessment results
- 2) To provide and maintain a safe, orderly and secure learning environment
- 3) To create an environment that promotes active engagement, accountability, and collaboration of all stakeholders to maximize student achievement
- 4) To effectively communicate the system's vision and purpose and allow stakeholder involvement in an effort to build understanding and support
- 5) To provide high quality support services delivered on time and within budget to promote student academic success in Clayton County Public Schools
- 6) To recruit and retain highly qualified and effective staff.

Collaborating on the continuous improvement process at the district level is the primary purpose of the newly established District Cross-Functional Team. There is dedicated time each week for district leaders to participate in professional development and to refine the Strategic Improvement Plan. These team meetings generate action steps and timelines that hold personnel accountable.

The district's commitment to the qualities of teaching and learning is evident through the collaboration of the district's Cross-Functional Team to provide a globally competitive education with emphasis on the district's three instructional priorities, which are Literacy Across the Curriculum, Critical Thinking, and Technology Integration. These priorities are embedded in the district curriculum guides that are based upon the Common Core Georgia Performance Standards (CCGPS), the Georgia Performance Standards (GPS), and vetted through district curriculum committees. District protocols for unit planning, data analysis, and analysis of student work were also developed through the Teaching and Learning Department with significant input from classroom teachers and are utilized during weekly collaborative planning sessions at the school sites.

A systematic process to review, revise, and communicate the Strategic Improvement Plan is implemented continuously. Although a variety of communiq  s is used to inform stakeholders of progress, improvements, changes, and challenges, many stakeholders report there is a need for clearer communication and documented evidence of actions and outcomes. Stakeholders will continue to be engaged in school and district improvement processes through workshops hosted at the Parent Resource Centers located at each school and district level meetings.

Working toward a level of rigor where students are challenged in all programs is a goal of CCGPS and GPS. Parents are informed of this increased rigor through parent workshops at their schools' Parent Resource Centers and district-wide stakeholder forums.

Additional effort is being placed on preparing students to be successful in Advanced Placement and International Baccalaureate courses. Students at all levels are being exposed to instruction in document-based questioning. This instruction provides a foundation that will lead to greater success in Advanced Placement courses and assessments. The Guidance Department is using PSAT test data to identify students

with the potential of succeeding in accelerated courses.

Governance and Leadership

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	Policies and practices 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 •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"> •Governing authority minutes relating to training •Proof of legal counsel •Governing authority policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body 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 •Roles and responsibilities of school leadership •Roles and responsibilities of district leadership •Survey results regarding functions of the governing authority and operations of the district •Agendas and minutes of meetings 	Level 3

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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 decisions in support of the schools' continuous improvement plans•Examples of decisions aligned with the district's purpose and direction	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice throughout the system and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice throughout the system and improve student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation	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.

Governance and leadership in Clayton County Public Schools promote student performance and system effectiveness through an intertwined connection of district practices and beliefs. The nine members of the Clayton County Board of Education (BOE) are citizens who are elected

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to serve staggered four-year terms. The Board establishes general policies, approves expenditures and hiring, sets the tax rate, and decides school sites and construction. The Board is advised and informed of school needs and progress by the Superintendent, who is responsible for school district administration. The Board and Superintendent are responsible for implementing and promoting the district's vision and mission, ensuring its alignment to continuous improvement.

The district establishes practices and procedures that support the system's purpose and direction and the effective operation of the system and its schools. The effectiveness of district policies and procedures are continuously evaluated to ensure alignment to the district Strategic Improvement Plan, belief system, state law, and State Board policies. The CCPS BOE seeks to promote a positive educational environment in which there is an awareness of, involvement in, and support for the district and its educational mission. Open channels of communication are essential in fulfilling the Board's role as a legislative body. Therefore, the Board invites parents, students, and staff, in writing, to offer suggestions on policies by submitting additions, changes or deletions for consideration. Surveys are provided to all stakeholders to gather input. The development and revision of policy by the Board of Education is a continuous process. Policies may be recommended by the Superintendent, or individual Board members may initiate consideration of policies. Board members adopt and revise policies by simple majority vote.

Clayton County Public Schools has a process to ensure that all decisions and actions are in accordance with defined roles and responsibilities, a code of ethics and are free of conflict of interest. CCPS BOE members sign an affidavit of agreement to the Code of Ethics and Conflict of Interest Policy. In addition, an ethics statement is read aloud at each regularly scheduled Board of Education meeting and work session. Georgia State Law O.C.G.A. 20-02-0049, referenced in Policy B, explicitly outlines the duties and roles of board members. Board members engage in training and consulting agreements with highly qualified individuals who have expertise in effective governance, organizational effectiveness and conflict resolution. Guidelines were provided to the Board regarding communication protocols, standards of practice, effective governance, superintendent evaluation processes, and superintendent-board relationships. The Board houses board policies and school improvement documents on eBoard, an information management system. The board schedules regular retreats which focus on themes of governance.

Clayton County Public Schools 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 district demonstrates this autonomy as evidenced in the CCPS Strategic Improvement Plan. This document is the direct result of the work of multiple stakeholder groups to develop a roadmap to systemic improvement in the district. Each individual school has also developed site-based Strategic Improvement Plans that support the school's needs, as well as the district's Strategic Improvement Plan. Leadership roles and responsibilities of district and school leaders are outlined in flowcharts available to all stakeholders to ensure that the chain of command is followed and that school based issues are first addressed at the local sites. Principals meet with their staff and attend monthly discussions with the Superintendent and Area Superintendents. The Board currently is engaged in development of an Oversight of Management Policy that will define specific reports/information and timelines for delivery to the Board. This policy provides a proactive approach to governance.

Clayton County Public Schools give stakeholders opportunities to express their thoughts and opinions on a variety of district issues including system effectiveness. Opportunities abound for stakeholder input through forums, board meetings, and surveys sent home with students and available on the website.

Clayton County has held numerous public forums across the district. In order to allow maximum participation by stakeholders, these forums have been held at different times of the day and in different geographic locations around the district. The forums gave educators, students, and community members an opportunity to interact with various board members and departments by asking questions and expressing concerns. While forums are often themed (i.e., Common Core Georgia Performance Standards, magnet/theme schools, etc.), input may be given on any concern a stakeholder may have with the district.

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: 2.92

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations across the system. Teachers in all schools individualize some learning activities for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> • Learning expectations for different courses and programs • Course, program, or school schedules • Course or program descriptions • Lesson plans • Survey results • Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices • Descriptions of instructional techniques • ELL Services; SWD Services; Academic Galleries; Performance Projects; Vertical Teaming/Planning; Curriculum Revisions; Performance Tasks Collaborative Planning Agendas; CTAE Student Organizations 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, system and school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •Common assessments •Surveys results •Program descriptions •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •Data alignment in the lesson planning process; Data Rooms; Data Notebooks; Student Groupings by Data; Benchmark Data; Curriculum Revisions (District); Summative Assessments; Formative Assessments; eWalks; Teacher Placement Based on Data; Charting My Journey 	Level 3

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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"> •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Surveys results •Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs •Common Core Curriculum Revisions; Student Error Analysis; Student Charting My Journey template; Senior Exit Portfolio; Academic Competitions; Academic Gallery; Videos of Engagement; Public Speaking; Collaborative Planning Artifacts; IEPx; Education Plans; Test Talks; Study Island; Gizmos; Edmodo; WIDA; SIOP; Acuity; CTAE Resource Network 	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 •Surveys results •Administrative classroom observation protocols and logs •District Assessments; Assessment Review Protocols; E-Walk Data; Curriculum Development; Cluster Support Teams; GELTS/Site Facilitators; CATE Content Leads; K-5 Endorsements; Fine Arts Leads; Gifted/ESOL/Reading/Math/Science Endorsements; Learning Academies; Teacher Development Specialists 	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.	All system staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels, content areas, and other system divisions. Staff members have been trained to implement a formal process that promotes discussion about student learning and the conditions that support student learning. Learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most system personnel. System personnel indicate that collaboration causes improvement results in instructional practice, system effectiveness, and student performance.	<ul style="list-style-type: none"> •Agendas and minutes of collaborative learning committees •Professional development funding to promote professional learning communities •Survey results •CCPS Protocols; Common Core Trainings; Annual Professional Development; Professional Development Academies; Leadership Endorsements; Instructional Planning Sessions; Instructional Facilitators for Core Subjects; Benchmarks; Mock Writing Assessments; Common Planning Meetings; Horizontal/Vertical - school level and district level; Area meetings; Level Department Meetings; CATE Content Lead meetings; Principal meetings; Assistant Principal meetings 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the system's instructional process in support of student learning.	All teachers throughout the system use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Curriculum Maps; Curriculum Guides; Scope & Sequences; Lesson Plans (Edmodo); CCPS Protocols used to analyze data and student work; Videos; Teacher websites 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	System personnel are engaged in mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all system personnel and include measures of performance.	<ul style="list-style-type: none"> •New Teacher Induction Program; New Administrator Mentor/Mentee Listing; Learning Academies; Instructional Facilitators' logs to show support given at the school level; Teacher Development Specialists; Measures of Effectiveness and Performance; E-Walks - Cognitive Coaching; True North Logic; Common Core Videos of Training Sessions and Model Lessons; Content and CTAE Academies 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. System and school personnel regularly inform families of their children's learning process.	•Survey results •Student/Parent Surveys; Parent Resource Rooms; Monthly Parent Curriculum Meetings; PTSO/PTSA Meetings; Parent Academies; Websites for Parents; Partners in Education; Parent Courses offered via Professional Learning; Parent Nights; Title I Community Fairs; Community Forums; FAQ Documents for Parents	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.	•Advisement (Gender-based); Sports; Fine Arts Magnets; CTAE; Mentor Programs; SGA; ROTC	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.	•K-12 Articulations; Uniform Grading Policy/Scale; Assessment Calendar; Course Syllabi; Webpage Communication (district, school, teacher); Grade Reporting Schedule (DOT); SmartWeb; Infinite Campus (July 2013)	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"> •Evaluation tools for professional learning •Survey results •District-wide PD Calendar; PDExpress Registration System; Oualtrics/Evaluations; Learning Academies; Metro RESA System Attendance Report; Curriculum Updates; Pd Aligned to School Goals and teh School Improvement Plan; Common Core Training (Building Capacity Model); Videos (How-To); PD aligned to the Academic Pathway's Non-negotiables and Instructional Priorities; State recommended CTAE PD 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	System and school personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). System and school personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"> •ELL/WIDA; Remediation/Acceleration/Enrichment Strategies; Summer Success Bridge Program; Saturday School; Study Island; Gizmos; RTI Process; Student Support Teams; Early Intervention Programs; Remedial Education Programs; Read 180; IEPs Reviewed; SLDS; Action Plans; Gifted Education Identification; Area Data Analyst; Data Meetings; GoBuild Georgia High School Teams 	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.

Clayton County Public Schools (CCPS) is committed to realizing its vision by continuing to provide equitable and challenging learning experiences that ensure students have sufficient opportunities to develop learning, thinking, and life skills that lead to success. The Common Core Georgia Performance Standards (CCGPS) frame the district's core curriculum for Mathematics and English Language Arts. Other content areas have revised their core curriculum to address the learning shifts in the CCGPS as evidenced by curriculum maps, scope and sequences, lesson plans, etc.

The district leadership continues to analyze and discuss student performance data to determine if, in fact, all students are prepared to compete in a global economy. Although the district is making considerable gains, a district wide "Literacy Gap" has been identified. Based on reading data from the Criterion Referenced Competency Test (CRCT) and the End of Course Tests (EOCT), at least one out of every five

students in CCPS is reading below grade level. Alarmed by the "Literacy Gap," and through ongoing analysis of student performance data, district leadership has identified instructional priorities (Literacy Across the Curriculum, Critical Thinking, and Integrated Technology) to ensure a laser-like focus on student achievement. Current professional learning opportunities, instructional resources, and curriculum revisions are guided by these priority practices. These instructional priorities are also a part of the district's Academic Pathway, which provides a roadmap for student success.

For students who continue to struggle during the general delivery of instruction (Tier 1), the district follows Georgia's procedures for Response to Intervention (RTI) and prides itself with having district-wide processes for addressing the skill deficits of our Tier 2 and Tier 3 students. The district can further enhance the RTI process by ensuring vertical conversations are occurring so that as students matriculate to the next grade level, teachers have knowledge of students' previous deficits and interventions and can modify instruction accordingly.

The district recognizes and utilizes collective expertise to create instructional designs that will meet the needs of all students. All teachers, general education, special education and district level support staff consistently collaborate to create instructional strategies that support the curriculum to increase student achievement. During weekly collaborative planning protocols guide the processes by which teachers and district staff compose instructional plans and analyze data to impact student achievement. Academic Coordinators, DES Coordinators, Compliance Specialists, and area support personnel participate in bi-monthly, data-driven meetings to evaluate the effectiveness of teaching and learning. Although commendable in this area, the district could strengthen its collaborative efforts by forming focus groups that include administrators, teachers, and students to evaluate program effectiveness.

The district provides a rigorous program of professional learning that is aligned with the system's vision and mission and builds capacity among all staff. This is demonstrated through multiple levels of support such as teacher and leader induction programs, mentorships for new employees, learning academies/cadres, and cognitive coaching through eWalks and traditional observations. All staff members participate in a continuous program of professional learning through school-based, departmental, and/or content related academies. The Professional Learning department works with all staff, both certified and classified, to develop, deliver, and build capacity to increase employee effectiveness through tiered courses to meet the individual needs of employees at their current levels and to provide support, remediation, and enhancement to promote growth.

Parent-Community Liaisons, along with designated staff, coordinate monthly parent meetings, parent nights, and multi-lingual support for families. At the district and school-level, parent academies are provided to support engagement and academic success. All schools have parent resource centers and a website with links for parental involvement. The district hosts Title I Community Fairs and Forums along with providing surveys as a form of valuable feedback from parents and the community.

The system and school personnel use data to identify unique learning needs of all students at all levels of proficiency. System and school personnel stay current on research related to unique characteristics of learning and provide or coordinate related learning support services to all students. Due to the growth in student diversity over the past few years, the district has included a number of professional learning opportunities that address the culturally and linguistically diverse needs of English learners (ELs) and the learning deficits associated with and exhibited by Students with Disabilities (SWDs).

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.	Policies, processes, and procedures ensure that system and school leaders have access to, hire, place, and retain qualified professional support staff. System and school leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement throughout the district. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the system, individual schools, and educational programs.	<ul style="list-style-type: none"> •District budgets or financial plans for the last three years •School budgets or financial plans for last three years •Documentation of highly qualified staff •Georgia Support Personnel Certificates; Georgia Educator Certificates & Licenses; CCPS General Fund History of Revenues 5 Year Plan; Multi-Year Projections - Revenues, Expenditures and Excess (5 years); Hiring Policies, processes and procedures; Board Policy - Equal Opportunity Employment GAAA, GBC, GBD, GAD 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is protected in policy and practice. System and school leaders work to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and school leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the purpose and direction of the system and its schools.	<ul style="list-style-type: none"> •Examples of school schedules •Examples of school calendars •District strategic plan showing resources support for district •Technology Plan, KPI, Hiring procedure; Procurement Process; Memory Jogger; Point of Sale Validation System; Automation Time Report; FY2013 Multi-Year Projection 9/5/12; FY2012 Expenditures by Function - General Fund; Final Adopted Budget for all funds 6/27/11 with cost per child 	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"> •Facility Inspection form; Drew H.S. Validation System Training; Health Inspection Scores; KPI; School Health Inspection Scores; ServSafe Certification Training Agenda; ServSafe Certification Sign-in Sheets; Point or Sale Validation System Training; Transportation Post-Order and Annual Physical; Transportation Agenda Leadership Meetings; CPR & First Aid Syllabus & Roster; High Speed Buffer Instructions; ServSafe Certification for Hamilton; Transportation GaDOE Bus Inspection; LWP 	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"> •Board Policy on Fiscal Management; Five Year Facilities Use Plan; Memory Jogger; Food Nutrition Equipment Checklist and Preventative Maintenance; Kitchen Summer Checklist 	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"> •Handbooks Maintenance & Technology; Sign-in Sheets; Agendas; Food Nutrition Employee Handbook; Transportation Employee Handbook; Transportation Mechanics Handbooks 	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 modern, fully functional technology infrastructure, modern, updated equipment, and a qualified technical support staff to meet the teaching, learning, and operational needs of all stakeholders throughout the system. System and school personnel collect data concerning needs and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.	<ul style="list-style-type: none"> •Policies relative to technology use at the district-level and school-level •District technology plan and budget to improve technology services and infrastructure for the district-level and school-level •E-SPLOST Budget; Phase 2 Classroom Refresh; Printer Consolidation; Typical Elementary Classroom; E2 - Clayton County Science Lab; Technology Department SPLOST 4 Balance Report; Technology Contract List; Generic Infrastructure Board Spec. Printer Consolidation Plan; Technology Contract List; Typical High/Middle Classroom; E3-Clayton County Typical Lab 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	The system has designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •Agreements with school community agencies for student-family support •Bullying 2012 Update; Bullying Conference Handout; 2011-12 RTI Audit Form, Other RTI Forms; Intervention Tracing/Monitoring Sheets; SST Manual & Forms; Truancy; Parent Mentor Annual Summary; Counseling as a Relative; Mentor Annual Report Forms; Campus Kids Information; CCPS Behavior Contract; Medicaid FAQ; DES Learning Cafe'; DES Parent University; Career Technology Instruction; Compliance Monitoring; DES Department Chair Training; Paraprofessional Duties & Responsibilities; Prior Notice-Revised 	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 •Description of IEP process •Description of referral process •Pre-School; Re-Evaluation Policies; Special Programs; Transfer-Enrollment Policy; Transitions; Parent University; Extended School Year; ENCORE; Co-Teaching Planning; Case Managers Welcome; Case Managers Learning Center; Career Technology Instruction; Back-to-School for DES; DES Department Chair Training; ASCA Counselor Principal Agreement; Autism Behavior Referral - revised; CCPS Comprehensive Guidance; CCPS High School Freshman Handbook; CCPS OT-PT Referral Form/Procedures; Transition 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.

Clayton County provides adequate faculty to staff all schools below state maximum requirements. Additionally, CCPS celebrates its second year as having 100% Highly Qualified staff as measured by the Georgia Professional Standards Commission. Clear processes and procedures guide the hiring and placement of all staff. New Teacher Orientation is provided for staff to transition them to Clayton County protocols. In order to enhance and improve the knowledge and skills of employees, CCPS uses multiple resources to offer professional development activities, including local, state and federal funds.

Instructional time is maximized to meet the needs of the diverse population of the school district. Principals and teachers alike protect the integrity of instructional periods in order to ensure time on task for students to meet standards. Material resources are sufficient to meet the needs of both teachers and students.

District and school leaders have clear expectations for safety, cleanliness, and a healthy environment. All employees and stakeholders are responsible for maintaining these expectations. An approved safety plan is in place at all district facilities. Safety exercises are conducted regularly and reported to appropriate authorities. The district adheres to a five year facilities use plan. CCPS has built four new schools within the past four years and added numerous classrooms to other schools. All schools have been renovated or modified in the past five years.

Clayton County provides exceptional access to various media. Instructional technology is integrated in every classroom, and all CCPS

Accreditation Report

Clayton County School System

facilities contain wireless Internet connectivity. Instructional technology includes computers, Smartboards, Turning Point Systems, document cameras, LCD projectors, and iPods. Administrative technology includes work orders, personnel, human resources, bookkeeping and finance, attendance, student information, grade reporting, district calendars, transportation assignments, special education needs, EL needs, inventories, curriculum, board policies, etc. The district owns and operates its own television station, Channel 24, via Comcast Cable TV, which airs educational and informational programming. Every school has a media center staffed by a full-time media specialist.

CCPS has currently purchased Infinite Campus as the system's data warehouse with Race to the Top Funds. All teachers will have access to this software in the near future. Currently teachers are able to access student data using Thinkgate, Acuity, and the State's Student Longitudinal Data System. Teachers also have access to SharePoint which houses curriculum guides, meeting notices, district's master calendar, etc. and the electronic ticket platform for requesting technology assistance.

CCPS has implemented a multi-year budget projection as a planning tool to monitor expenditures and revenue and ensure funding of long-range initiatives. The multi-year budget projection is presented monthly to the Board of Education and to other stakeholders. Budget procedures and processes are clearly defined and outlined one year in advance. Processes and procedures are monitored on an ongoing basis and adjustments are made as required. Input is received from all stakeholders including the community and staff. The budget is closely monitored, and meetings are held with department heads on, at minimum, a semi-annual basis to review and discuss budget amendments and funding of new initiatives that align with the District's Strategic Improvement Plan.

The district supports the schools in an intentional effort to meet the physical, social, and emotional needs of the students. Every school employs at least one full-time counselor to serve the needs of their unique population. Additionally, the district provides twenty-one social workers and twenty-one psychologists to enhance the services provided to identified students.

Using Results for Continuous Improvement

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

Overall Rating: 3.0

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"> •Documentation or description of evaluation tools/protocols •Survey results •Evidence that assessments are reliable and bias free •Infinite Campus; Acuity; Thinkgate; State's Student Longitudinal Data System 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are documented and used consistently by professional and support staff throughout the district. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. System and school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.	<ul style="list-style-type: none"> •List of data sources related to district effectiveness •Survey results •Written protocols and procedures for data collection and analysis •Examples of changes to the district strategic plan based on data results •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none">•Professional learning schedule specific to the use of data•Documentation of attendance and training related to data use•Survey results•Training materials specific to the evaluation, interpretation, and use of data•Policies and written procedures specific to data training	Level 3

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	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">•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals•Survey results•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.

Clayton County Public Schools (CCPS) incorporates systemic and systematic processes and procedures for collecting, analyzing, and applying data from multiple sources. In order to ensure that the scope and sequence of instruction in core content areas is uniform across the district, benchmark tests are given at regular intervals throughout the year. These tests are used in conjunction with school level quizzes and probes. This information is used by professional and support staff to provide a complete profile of student learning and to inform instruction. Through professional development at grade, school, and system levels, opportunities are made available to both school and system staff to learn how to analyze and apply findings from various forms of data. Administrators lead their staff members in analyzing and interpreting

data and in developing methods of instruction to address strengths and weaknesses. The district compares current assessment data with previous assessments in order to chart progress and identify trends and to compare itself with similar districts. Teachers have been trained to create and disaggregate common assessment data by grade level and department in order to improve student achievement.

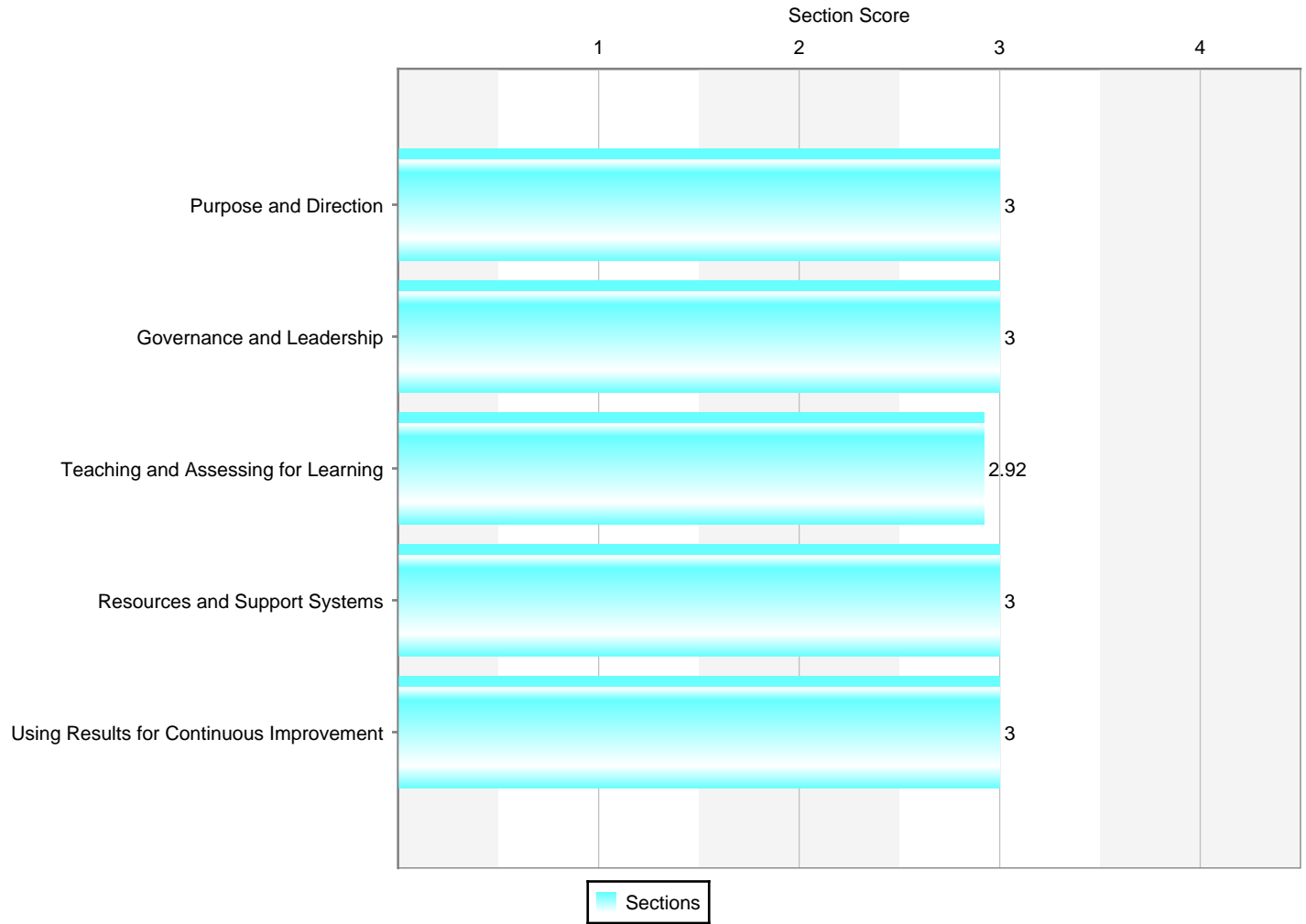
District personnel have access to several disparate data management systems, such as Thinkgate, Acuity, Georgia Online Assessment System, and the Georgia Student Longitudinal Data System. Assessment results are communicated to external stakeholders via the "Parent Viewer" online gradebook, PTSA and PTO meetings, Progress Reports and the local School Councils. In July 2013, Infinite Campus will be utilized as the system's student information data warehouse. This product will enable teachers, parents, and students to easily access student performance data.

The school system employs data analysts and content facilitators who provide individualized data trainings. These trainings consist of hands-on learning with the school's specific grade and content data. The interpretation of the data informs classroom instruction to facilitate improved student achievement. Like classroom data, district and state results are used to gauge student performance and school effectiveness. The district ensures that school leaders and district leaders are proficient in the evaluation, interpretation, and use of data.

The district seeks ways to improve by providing additional training in the area of data utilization and analysis to our various support departments such as maintenance, nutrition, and transportation so the ultimate goal of increased academic achievement for all students is achieved. This training is offered through local professional learning opportunities.

Report Summary

Scores By Section



Assurances Report

AdvancED Assurances

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

Stakeholder Feedback Diagnostic

Introduction

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

Criteria for Assessing Stakeholder Feedback

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

Areas of Notable Achievement

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

Clayton County prides itself in the engagement of its stakeholders with continuous improvement. All stakeholder groups overwhelmingly rated CCPS high on Standard 1. Specifically, the overall average score for Indicator 1.3, "The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning," is 4.09 as rated by the parents of Clayton County Public Schools.

Although Standard 1 was rated high with an average score of 4.23, the school staff rated Indicator 4.3 the highest. The facilities of CCPS are in need of praise. The Maintenance Department is fully staffed with certified personnel to ensure all facilities are well maintained. It is evident in the rating because the majority of the school staff feels that, "The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff."

The most important stakeholder group, students, rated Standard 1 the highest. Students attending both elementary and secondary schools rated Indicator 1.1 an average score of 3.24: "The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success."

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

The leadership of Clayton County Public Schools should be commended with the positive public relations regarding AdvancED's Standard 2: Governance and Leadership. There was an apparent increase in the public's perception of the district's leadership and the direction to which the school system is being lead.

The average ratings are as follows:

- Parents - 3.86
- Students - 3.5
- Staff - 4.04

The ratings from the parents and students are extremely important in this standard because in 2009, CCPS lost its accreditation which put the college acceptance of the graduating seniors in jeopardy.

Within Standard 2, Indicator 2.4 was rated the highest: "Leadership and staff foster a culture consistent with the school's purpose and directions."

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

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68% of the parents agree that the principal and staff provide opportunities to visit the school and interact with them. This is consistent with the Standard 2 results of the AdvancED survey.

Parents that completed the Federal Programs survey overwhelmingly agree to being provided the school's parent/student/teacher/school compact. This is consistent with the results for Standard 1, indicator 1.1. However, the survey shows CCPS should involve more stakeholders in the creation of the compact.

Areas in Need of Improvement

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

The parents of Clayton County Public Schools rated Indicator 2.3 the lowest. However, it is important to note that the average rating for this indicator was 3.66. Parents feel that CCPS governing body should ensure that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

As noted in the Self-Assessment as an area of improvement, school staff noted that the mentoring, coaching, and induction programs need to have more support of instructional improvement consistent with the school's values and beliefs about teaching and learning.

The student surveys at each level yielded different results. Early Elementary students rated Standard 3, Indicator 3.8 the lowest (2.6): "The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress." Elementary students rated Standard 5, Indicator 5.1 the lowest (2.39): "The school establishes and maintains a clearly defined and comprehensive student assessment system." Middle and High School students rated Standard 4, Indicator 4.3 the lowest (2.78): "The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff."

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

The survey results show that the parental involvement/engagement has decreased. All student levels report Indicator 3.8 as being a struggle for the district. Indicator 3.8 states, "The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress." Some schools are more advanced in this area, while others are struggling to maintain strong relationships with all stakeholder groups. This is due to many changes over the past three years at the principal and assistant principal levels throughout the district. Building trust within a community takes time and effort.

What are the implications for these stakeholder perceptions?

Overall the stakeholder perceptions of Clayton County Public Schools have improved. However, the elementary students' average rating was 2.75, while the early elementary students' average rating was 2.85. More work is to be done to determine why the ratings at every elementary school were below 3.0.

It was noted in the Self-Assessment and the elementary surveys that the schools do not have a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. Much work is needed in this area especially at the elementary level. It is imperative that a Mentor-Mentee program exist at every school at an early age to ensure success from Pre-kindergarten to twelfth grade.

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

The district level parent survey is administered through CCPS Department of Federal Programs yearly. According to the most recent survey, 45% of the parents surveyed stated they never visit their children's school which is consistent with the feedback from early elementary students regarding the engagement of their families. This finding is further supported by 45% of parents have not had the opportunity to provide input on the use of Title I-A funds reserved for Parental Involvement.

Student Performance Diagnostic

Introduction

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

Assessment Scores

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

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

Label	Question	Value
3. Disaggregation/Analysis Score	Enter the average disaggregation/analysis score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
4. Student Results Status Score	Enter the average student results status score from the Student Performance Worksheet.	18.0

Label	Question	Value
5. Improvement Score	Enter the average improvement score from the Student Performance Worksheet.	8.0

Label	Question	Value
6. Overall Student Performance Score	Enter the average overall student performance score from the Student Performance Worksheet.	38.0

Areas of Notable Achievement

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

End-of-Course Test (EOCT) subject areas Math I and Math II show an above level of expected performance. The average Math I pass rate for Clayton County students was 41% (2011) and 50% (2012). The average pass rate for Clayton County students in Math II was 30% (2011) and 35% (2012). The improvement score was above the expected performance level because the average pass rate for students was generally low. However, Math I and Math II both showed a positive improvement score.

Test	Improvement Score
Math I: Algebra/Geometry/Statistics	.09
Math II: Algebra/Geometry/Statistics	.05

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

Science and social studies are the areas that showed a positive trend in performance on the Criterion-Referenced Competency Test (CRCT) from 2011 to 2012. The trend shows a positive improvement score for grades 3-8 on the CRCT in both science and social studies with the highest improvement in 6th and 7th grade social studies. Social Studies also had the highest total improvement score compared to science. However, the scores improved consecutively for each grade level and in both subjects for the spring 2012 administration of the CRCT. The trend for subject areas that showed positive improvement was an increase in the number of students in category 3 and in some cases category 4.

Grade	Test	Improvement Score
3rd	CRCT Social Studies	.02
3rd	CRCT Science	.04
4th	CRCT Social Studies	.08
4th	CRCT Science	.05
5th	CRCT Social Studies	.17
5th	CRCT Science	.15
6th	CRCT Social Studies	.29
6th	CRCT Science	.09
7th	CRCT Social Studies	.22
7th	CRCT Science	.16
8th	CRCT Social Studies	.17
8th	CRCT Science	.20

Which area(s) indicate the overall highest performance?

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Science and social studies showed the overall highest performance level due to the positive improvement scores across all grade levels.

Grade Test Improvement Score

3rd CRCT Social Studies .02

3rd CRCT Science .04

4th CRCT Social Studies .08

4th CRCT Science .05

5th CRCT Social Studies .17

5th CRCT Science .15

6th CRCT Social Studies .29

6th CRCT Science .09

7th CRCT Social Studies .22

7th CRCT Science .16

8th CRCT Social Studies .17

8th CRCT Science .20

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

Students with Disabilities (SWD) increased performance on the CRCT from 2011 to 2012 in the areas of science and social studies, which are consistent with the positive improvement scores.

SWD

Science - 27.5 (2011 Percent Passing); 30 (2012 Percent Passing)

Social Studies - 20.7 (2011 Percent Passing); 26.5 (2012 Percent Passing)

*Data obtained from Student Longitudinal Data System

Economically Disadvantaged (ED) students increased performance on the CRCT from 2011 to 2012 in the areas of science and social studies as well as Math I and Math II. Increased student performance is consistent with the positive improvement scores in science, social studies, math I, and math II.

ED

Science - 57.8 (2011 Percent Passing); 66.8 (2012 Percent Passing)

Social Studies - 63.2 (2011 Percent Passing); 51.7 (2012 Percent Passing)

Math I - 39.3 (2011 Percent Passing); 47.6 (2012 Percent Passing)

Math II - 28.1 (2011 Percent Passing); 33.5 - (2012 Percent Passing)

*Data obtained from Student Longitudinal Data System

Between which subgroups is the achievement gap closing?

Economically Disadvantaged (ED) students have made the most improvement in closing the achievement gap when compared to all students. The percent of ED students passing the CRCT and EOCT increased from 2011 to 2012 decreasing the achievement gap between ED and all

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students. Although the percent of all students passing increased, the increase for ED students was larger than the increase for all students in the.

ED

Science - 57.8 (2011 Percent Passing); 66.8 (2012 Percent Passing)

Social Studies - 51.7 (2011 Percent Passing); 63.2 - (2012 Percent Passing)

Math I - 39.3 (2011 Percent Passing); 47.6 (2012 Percent Passing)

Math II - 28.1 (2011Percent Passing); 33.5 (2012 Percent Passing)

*Data obtained from Student Longitudinal Data System

ALL

Science - 66.4 (2011 Percent Passing); 75.2 (2012 Percent Passing)

Social Studies - 63.8 (2011 Percent Passing); 74 (2012 Percent Passing)

Math I - 47.8 (2011 Percent Passing); 56.3 (2012 Percent Passing)

Math II - 36.8 (2011 Percent Passing); 36.7 (2012 Percent Passing)

*Data obtained from Student Longitudinal Data System

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

Increased student performance with SWD and ED students are consistent with data obtained from the Student Longitudinal Data System.

Areas in Need of Improvement

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

Third grade CRCT improvement scores in the areas of reading, language arts, and mathematics are below the expected level of performance. In 2011, the pass rate for third grade students was higher than 2012 third grade student performance. The improvement score for third grade students was a negative score for reading, language arts, and mathematics.

Grade Test	Improvement Score
3rd CRCT Reading	-.04
3rd CRCT Language Arts	-.02
3rd CRCT Mathematics	-.02

CRCT

Reading - 86 (2011 Percent Passing); 82 (2012 Percent Passing)

Language Arts - 85 (2011 Percent Passing); 82 (2012 Percent Passing)

Mathematics - 73 (2011 Percent Passing); 68 (2012 Percent Passing)

*Data obtained from Student Longitudinal Data System

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

CRCT math scores show negative improvement across all tested grades (3-8) except for seventh grade. Fifth grade showed the lowest improvement score across grades 3-8. The trend for negative improvement scores was a decrease in the number of students in category 3 and increase in the number of students in category 2. Seventh grade math scores increased the number of students in categories 3 and 4.

3rd Grade CRCT Math (-.02) - 73 (2011 Percent Passing); 68 (2012 Percent Passing)

4th Grade CRCT Math - (-.01) - 71 (2011 Percent Passing); 69 (2012 Percent Passing)

5th Grade CRCT Math - (-.06) - 81 (2011 Percent Passing); 75 (2012 Percent Passing)

6th Grade CRCT Math - (-.01) - 68 (2011 Percent Passing); 70 (2012 Percent Passing)

7th Grade CRCT Math - (.04) - 85 (2011 Percent Passing); 87 (2012 Percent Passing)

8th Grade CRCT Math - (-.01) - 71 (2011 Percent Passing); 65 (2012 Percent Passing)

*Data obtained from Student Longitudinal Data System

Which area(s) indicate the overall lowest performance?

The area of lowest performance was CRCT math across all grade (3-8) levels except seventh grade.

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

In the area of math the following subgroups show decreased student performance on the Math CRCT: SWD, ED, ELL from 2011 to 2012.

Subgroup

SWD - 45 (2011); 35 (2012)

ED - 74 (2011); 72 (2012)

ELL - 72 (2011); 52 (2012)

*Data obtained from Student Longitudinal Data System

Between which subgroups is the achievement gap becoming greater?

The achievement gap has increased in the area of mathematics between ELL students and all students between 2011 and 2012 math CRCT scores. The achievement gap was the greatest between SWD students as compared to all students for the 2011 and 2012 math CRCT.

Subgroup

SWD - 45 (2011); 35 (2012)

ELL - 72 (2011); 52 (2012)

ALL - 75 (2011); 73 (2012)

*Data obtained from Student Longitudinal Data System

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

The negative improvement scores on the math CRCT for grades (3-5, 6, and 8) are consistent with the decrease in percentage of students passing the math CRCT as found in the Student Longitudinal Data System.