CLUSTER SUMMARY REPORT

Internal Review of Accreditation Standards

The accreditation process of AdvancED and the Southern Association of Colleges and Schools (SACS) is comprised of both an internal and external review of the district's capacity in meeting accreditation standards. This document summarizes the internal review process, and is a compilation of the findings and comments of school system stakeholders who participated in the review of accreditation standards. This information forms the basis of the district's Standards Assessment Report and is as an important artifact for consideration by the SACS Quality Assurance Review Team.

Stakeholder Involvement

Principals were charged with organizing and leading stakeholders in the review of AdvancED accreditation standards. Working within their school clusters, principals engaged certificated staff, classified staff, parents, students, and community members to form *Cluster Review Teams* for each of the seven accreditation standards. All schools and stakeholder groups were represented in the review of each standard. Also, central office review teams were established to ensure representation of all system-level departments.

Cluster Review Teams

Dutchtown Cluster	*Ola Cluster*
Eagle's Landing Cluster	*Stockbridge Cluster*
Henry Cluster	*Union Grove Cluster*
Locust Grove Cluster	*Woodland Cluster*
Luella Cluster	*Central Office/Patrick Henry High*

Cluster Reports

Participants read and discussed accreditation standards and rated the district on all indicators of quality according to AdvancED rubrics. In addition, stakeholders identified supporting artifacts and evidence, provided relevant comments and suggestions, and responded to questions designed to assist with the development of the district's five-year strategic plan. Each cluster posted on MyHenry (the school system intranet) a report of its findings on each standard.

Timeline for Review of Accreditation Standards

September 2010

Standard I: Vision & Purpose
Standard 2: Governance & Leadership

October 2010

Standard 3: Teaching & Learning
Standard 4: Documenting & Using Results

November/December 2010

Standard 5: Resources & Support Systems
Standard 6: Communications & Relationships

January 2011

Standard 7: Commitment to Continuous Improvement

Cluster Summary Report by Standard

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STANDARD I: VISION & PURPOSE

Stakeholder Participation

Cluster review teams were asked to submit rosters of all stakeholders who participated in the review of accreditation standards.

The following reflects a total count of participants who reviewed Standard 1.

Role of Participant			
Employee	**Parent**	**Student**	**Community Member**
437	**95**	**49**	**38**

Stakeholder Ratings by Cluster

Stakeholders were asked to evaluate the degree to which the following practices and processes are in place in the school system.

Note: Numbers reflect the ratings submitted by the 10 cluster review teams.

Standard 1					
The system establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the system.					
Indicators **In fulfillment of this standard, the system:**		**Not Evident**	**Emerging**	**Operational**	**Highly Functional**
1.1	Establishes a vision for the system in collaboration with its stakeholders		3	**5**	2
1.2	Communicates the system's vision and purpose to build stakeholder understanding and support		2	**8**	
1.3	Identifies system-wide goals and measures to advance the vision			**7**	3
1.4	Develops and continuously maintains a profile of the system, its students, and the community			**6**	4
1.5	Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services		2	**8**	
1.6	Reviews its vision and purpose systematically and revises them when appropriate		**5**	3	2

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Indicators Rubric - Overall Assessment

The following "overall assessment" reflects the dominant rating of cluster review teams across all indicators of quality.

Not Evident	The school system has not committed to a shared purpose and direction. The system has little or no evidence that expectations for student learning are aligned with the system's vision with little support by system and school personnel and external stakeholders. Expectations for student learning do not serve as the focus for assessing student performance, system and school effectiveness. The vision has little influence on allocations of time and human, material, and fiscal resources.
Emerging	The school system has begun the process of engaging its stakeholders to commit to a shared purpose and direction. The system is developing expectations for student learning aligned with the system's vision that is supported by system and school personnel and external stakeholders. These expectations will serve as the focus for assessing student performance, system and school effectiveness but the process is not fully in place. The vision has some influence on allocations of time and human, material, and fiscal resources.
Operational	The school system has committed to a shared purpose and direction. The system and its schools have clearly defined expectations for student learning aligned with the system's vision that is supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance, system and school effectiveness. The vision guides allocations of time and human, material, and fiscal resources.
Highly Functional	The school system has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The system and its schools have clearly defined expectations for student learning aligned with the system's vision that is fully supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance, system and school effectiveness. The vision guides allocations of time and human, material, and fiscal resources.

Artifacts and Evidence

Stakeholders were asked to list key artifacts or evidence to support a rating of "operational" or highly functional" on any indicator of quality.

Indicator	Artifacts / Evidence
1.1	• Perception Surveys • Always an attempt to include all groups
1.2	• Mission posted on school and county websites • eBoard • Handbooks • School Improvement Plans • Public documents/email • Open House

	• Partners in Education
1.3	• BOE and School Council agendas/minutes • Continuous Improvement Plans aligned with district goals • AYP plan for all schools • Data notebooks • RTI
1.4	• Balanced Scorecard • School profiles • Perception Surveys • Assessment data
1.5	• District Strategic Plan • Principals checklist • Leadership Teams • School Improvement Plans • ANGEL • Common planning • State of School address by principal
1.6	• Parent involvement (discussion) • District Strategic Plan • School Councils • Current SACS process

Areas of Concern and Possible Solutions

Stakeholders were asked to list areas of concern and possible solutions as a result of cluster review team discussions of this standard.

Concerns

- Need to maintain communication with all stakeholders
- Lack of short term objectives within the overall stated mission
- Stakeholder involvement in revising mission and vision.
- No past evidence of a systematic manner in which vision was established and is reviewed; we feel the district is attempting to do this with the stakeholder review of SACS standards.
- System-wide changes appear to be politically based rather than academically driven
- New initiatives come and go too rapidly
- Do not always solicit appropriate stakeholder input with changes in mission, vision, goals.
- Vision seems to be established top down without school input.
- How do we define top 5%; where are we now?
- System has identified goals and measures, but no one knows the strategies the system is taking to achieve them
- What is the plan to meet the goals by the deadline

- There are no goals specific to elementary schools
- Departments don't have goals or initiatives
- Limited communication and collaboration with stakeholders in developing vision and goals

Suggestions

- Use Facebook to communicate
- Make banners to display the mission and vision
- Send letter to parents to communicate graduation rate goal
- Include mission and vision on all correspondence
- Conduct staff development about improving graduation rate
- Update county website to show mission, vision and goals
- Yearly communication; make sure information is distributed to all stakeholders
- Focus groups that pull in the community to review and define "success"
- We would like to see our profile compared to other metro area school systems
- Unfamiliar terminology; use "School Achievement Data" rather than "Balanced Scorecard"
- Would like to see more visual ways to show progress toward goals (United Way campaign)
- Additional meetings are needed with all stakeholders to discuss new initiatives

Mission of Henry County Schools

Stakeholders were asked to offer comments or suggestions regarding the stated mission of Henry County Schools (based on the mission statement in effect as of 2009-10).

General Comments

- Good mission. Well stated.
- Clear and concise.
- Ensures fair teaching and concern for each individual.
- We like it.

Suggestions

- There needs to be a common definition of success.

Vision of Henry County Schools

Stakeholders were asked to offer comments or suggestions regarding the stated vision of Henry County Schools (based on the vision statement in effect as of 2009-10).

General Comments

- Excellent.
- It's a wonderful goal if it can be reached.
- 100% graduation rate is extreme but admirable.
- How do we define academic achievement in the vision statement?

- Many people don't understand new calculation which only credits on-time graduates.
- "Good to Great" is difficult to quantify and has changed over the past few years; consistency of the definition would be valuable.
- 100% graduation rate by 2022 is difficult to put into action in each school.
- 100% by 2022 differs from AYP 100% by 2014 – some clarification might help.
- Our current definition of our schools as <u>good</u> does not match where we currently are; we don't know how to measure a 5% of districts or what measure is used.
- The vision statement is unattainable; seems unrealistic
- 2022 is too far away
- Top 5% is relative to performance of other districts, seems problematic. Is that really how we want to measure ourselves?

Suggestions

- Would like to see graduation rate improve prior to 2022.
- 100% graduation rate by 2019 instead of 2022.
- Make the "good" and "great" more aligned
- Include benchmarks and communication
- Vision should be communicated more directly - not so hard to find or understand
- It should be clear and easy to explain.
- Have a "we" factor so all can buy in and pull in the right direction

Values/Beliefs of Henry County Schools

Stakeholders were asked to offer comments or suggestions regarding the stated values/beliefs of Henry County Schools (based on the values/beliefs statement in effect as of 2009-10).

General Comments

- Happy to see that it explains who the stakeholders are and how they impact the system.
- If it can be applied it is excellent; clear and well written.
- All stakeholders have shared values and beliefs.
- They are clearly aligned with school practices and are visible within Henry County Schools.
- Are we planning/preparing students for global citizenship?
- There is nothing that talks about the primary mission of a public school district – instruction.

Suggestions

- More stakeholder involvement in revision.
- There should be something about instructional practice as a belief.
- Clearly define "high levels"

SWOT Analysis

Stakeholders were asked to offer comments regarding the perceived strengths, weaknesses, opportunities or threats affecting Henry County Schools.

Strengths	Weaknesses	Opportunities	Threats
- Quality staff - Parent-School relationships - Works to ensure all teachers use research based practices - High expectations for all students - Teachers desire to push for students' best - Using standards-based approach to teach curriculum - Committed leadership and BOE - Maintaining the balanced scorecard - Mission is inclusive and suggests high expectations. - Many programs for remediation - Student-Teacher relationships - Facilities - Employee retention - Strong community involvement - Stable BOE - Our goals - A growing system - Small system feel - Performance better than state average - Testing procedures are solid - Students are expected to achieve	- Dissemination of information - Implement too many ideas at one time - Inadequate funding - Communication - Limited resources - There are other indicators beyond test scores to measure success; how will our district define success? - Programs for enrichment and acceleration - Lack of parent participation - Lack of local school control - Failure to enforce student-resident status - Are resources available to attain goals? - Lack of field trips - Poor preparation of students and parents re post- secondary options - Definition of success seems to focus on kids going to college - Need more career opportunities for kids - Communication and collaboration with all stakeholders - Use a variety means of communication with the public	- Continued utilization of diverse community - Workshops are offered to all employees - Develop parent / community meetings - Engage stakeholders - Include a definition of success that goes beyond test scores. - Availability of metro resources - Define good and great with better clarity - Establish a common understanding around the mission and vision. - Building level staff can provide input and direction - Stability in schools due to slowing economy, less transient - As growth slows, it provides an opportunity to assess where we are and where we want to go - A variety of career paths in high schools should be offered to truly ensure success for all students	- Federal mandates - Declining respect for profession - Furlough days - Effect of lack of funding - Decrease in parent involvement - Overcrowding - Media perception. - Funding may drive decision making instead of vision. - Each department does not have a clearly articulated process/plan to meet the vision. - Rising AMO - Failure to enforce student resident status leading to unnecessary overcrowding - Tax base is declining - Parent goals are low - New residents with different mindset expect us to change to their ideals - Constantly changing goals; feels like a moving target - Upcoming BOE elections - The lack of teacher retention

Suggested Goals and Initiatives

Stakeholders were asked to list goals or initiatives that should be considered in the development of the district's next 5-Year Continuous Improvement Plan.

General Comments

- Clearly define the work that each department will do to support the mission and vision
- Clearly define the instructional initiatives that are systemic and system-wide
- Ensure there is a system level progress monitoring tool to measure the impact of initiatives
- There should be a common measuring system; CLASS Keys might be a starting point
- Consider including principal from each level in district leadership team
- Expand options for students who are far behind on earning credits.
- Increase vocational opportunities for students
- Streamline the process for scheduling out-of-classroom learning opportunities (field trips, job shadowing, etc).
- Departments don't have goals or initiatives like schools do.
- There are no goals specific to elementary schools.

Suggested Goals/Initiatives

- No Place for Hate
- Diversity goals
- 100% of students meeting grade-level promotion requirements
- Technology to enhance student learning
- Head Start
- Open Campus High School

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STANDARD 2: GOVERNANCE & LEADERSHIP

Stakeholder Participation

Cluster review teams were asked to submit rosters of all stakeholders who participated in the review of accreditation standards.

The following reflects a total count of participants who reviewed Standard 2.

Role of Participant			
Employee	**Parent**	**Student**	**Community Member**
446	**95**	**49**	**40**

Stakeholder Ratings by Cluster

Stakeholders were asked to evaluate the degree to which the following practices and processes are in place in the school system.

Note: Numbers reflect the ratings submitted by the 10 cluster review teams.

Standard 2

The system provides governance and leadership that promote student performance and system effectiveness.

Indicators In fulfillment of this standard, the system operates under the jurisdiction of a governing authority that:		Not Evident	Emerging	Operational	Highly Functional
2.1	Establishes and communicates policies and procedures that provide for the effective operation of the system			7	3
2.2	Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system		1	4	5
2.3	Ensures compliance with applicable local, state, and federal laws, standards, and regulations			1	9
2.4	Implements policies and procedures that provide for the orientation and training of the governing board			5	5
2.5	Builds public support, secures sufficient resources, and acts as a steward of the system's resources		3	7	
2.6	Maintains access to legal counsel to advise or obtain information about legal requirements and obligations			4	6
2.7	Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations	3		3	4

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In fulfillment of this standard, the system has leadership that:				
2.8	Provides for systematic analysis and review of student performance and school and system effectiveness	1	**7**	2
2.9	Creates and supports collaborative networks of stakeholders to support system programs	1	**9**	
2.10	Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals	**6**	3	1
2.11	Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership	**5**	5	
2.12	Assesses and addresses community expectations and stakeholder satisfaction	3	**6**	1
2.13	Implements an evaluation system that provides for the professional growth of all personnel	**5**	2	3

Indicators Rubric – Overall Assessment

The following "overall assessment" reflects the dominant rating of cluster review teams across all indicators of quality.

Not Evident	The school system has leaders who have not established or are currently establishing processes to develop the system's vision and improvement efforts. The leaders' process of allocating resources provides little support to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders do not encourage or promote collaboration and shared responsibility for system and school improvement among stakeholders. The system's policies, procedures, and organizational conditions have little influence and impact on equity of learning opportunities and support for innovation.
Emerging	The school system has leaders who have established processes to develop the system's vision and improvement efforts. The leaders allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders allow collaboration and shared responsibility for system and school improvement among stakeholders. The system's policies, procedures, and organizational conditions attempt to create equity of learning opportunities and support for innovation, but implementation of these processes and conditions is sporadic, and results are varied.
Operational	The school system has leaders who are advocates for the system's vision and improvement efforts. The leaders provide direction and systematically allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for system and school improvement among stakeholders. The system's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation. While these processes and conditions are being implemented, the implementation is not systemic across the system, and the results are varied.
Highly Functional	The school system has leaders who are advocates for the system's vision and improvement efforts. The leaders provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-

	curricular programs that enable students to achieve expectations for their learning. Leaders ensure collaboration and shared responsibility for system and school improvement among stakeholders with clearly defined expectations for each stakeholder group. The leaders provide stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership. The system's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the system and its schools functions.

Artifacts and Evidence

Stakeholders were asked to list key artifacts or evidence to support a rating of "operational" or highly functional" on any indicator of quality.

Indicator	Artifact / Evidence
2.1	• Student / Parent Handbooks at system level and school levels • System and school level websites, board meetings, curriculum nights - the opportunity is there to be informed • Online policy manual • Team/faculty meetings • Evaluations • District strategic plan • eBOARD - online meetings/minutes of BOE • Opportunities/solicitations to review and change handbooks • Stakeholders experiences • Teachers review handbook with students the first week of school; Teacher/principal/student/parent compacts • School emergency plans
2.2	• System organizational plan, (teaching & learning, student support, etc. for administrator/parent/student needs/concerns • Stakeholder experiences • Organizational charts • Faculty handbook • Superintendent job title • BOE training sessions • Superintendent makes recommendations to BOE for action • Leadership Team • Board policies • Principals meetings • Flow charts of administrative chain of command • Feedback from surveys • County website provides information regarding policies and procedures, structure / chain of command in place

2.3	- Legal issues updates - Documentation of state and federal compliances and assurances - Lesson plans - Legal counsel - Board policies - Georgia standards Hi Q levels - Compliance facilitators - HR work - Admin Services policy updates (Policy, Procedure and Practice Reminders) - Legal trainings/updates annually for all administrators - Student/Parent/Employee Handbooks - Website - Fire drills, pest control, health alerts, head lice, H1N1, strep, etc. - Principal checklists - Health inspections for the cafeteria - Stakeholders experiences
2.4	- School board and school council trainings - Stakeholders experiences - BOE meeting agendas and minutes on e-Board - School council trainings, PTO, school council notebooks - Administrator/Classified/Certified Handbooks - Training for BOE annually - Board of Distinction status - BOE policies and procedures - Mission statement - Opportunity for networking with county government
2.5	- Support team - PIE - Website - School Board meetings; PTO and School Council - Manages finances - Keeps stakeholders informed - Transparency of records - Included stakeholders in budgetary decisions - Student support services and crisis intervention teams - Maintenance departments - Work orders - Bookkeeping policies - Sign-on materials - A concern from the high school students was that there are not enough textbooks for the senior class. The teachers allow the students to get books on

		a first come first serve basis. Books are not allowed to go home because there are not enough. The high school ran out of Algebra ll books.
		• Stakeholder experiences
		• Willingness of BOE employees to present on budget topics at School Councils
		• Documentation of fiscal planning
		• Balanced scorecard
		• Perception surveys
		• Emergency board meetings called when needed
2.6		• Compliance coordinator position;
		• Assistant Superintendent with focus on Administrative Services (legal and compliance concerns / questions.);
		• Stakeholders experiences,
		• Buddy Welch (legal counsel);
		• Administrative services always responsive to our needs/requests;
		• Legal Issues updates each year for administrators;
		• Accessibility of resource officers at every level;
		• Disciplinary hearings;
		• Annual legal updates and policy updates;
		• Review handbook and policies and tell faculty what is available;
		• Review professional ethics, PAGE, GAE, School Council, legal counsel;
		• The Board meetings and Georgia School Boards Association;
		• School board attorney is accessible and visible
2.7		• Revised yearly budget; Audits for financial records
		• District Strategic Plan
		• PAGE, GAE updates
		• We do see Jeff Allie and Christi Willis (Financial Services)
		• eboard
		• Reserve money
		• We are not aware of the insurance resources that the county uses
		• Building walk through
2.8		• Numerous tools used for student evaluations
		• County level reviews
		• Standards based report cards
		• Balanced scorecard
		• County expectations of utilizing data to develop school level plans
		• TOY Focus Groups
		• Perception surveys
		• Record of student performance
		• CRCT, PASS, state, federal & local assessments, SAT, ACT, graduation rates
		• A question came up about tracking the students that graduate…this would be valuable data to let us know we prepare our students for their futures

	- Website - Assessment coordinator defines data collection and provides ways to utilize the data to inform instructional practices - Use data in all CIP's, use benchmark data in individual schools - Unit assessment, data analysis, balanced scorecard, Leadership team meetings graduation test, CRCT, ITS, RTI, PASS - Documentation of expectations for student performance
2.9	- School council meetings - PTO meetings - Advance ED stakeholder meetings - HCBOE meetings - Chamber of Commerce - Success Fest - Parent workshops - Mentoring - Email and Websites - Social workers, SST, Counselors, Crisis teams - McGruff for second graders in the county - Cluster groups, Title l Principals Groups - MSP participants - County Level Committees - Tutoring, PIE - Department meetings; Meeting agendas and minutes - Chamber of Commerce and intergovernmental agencies
2.10	- Progress reports and report cards - Standards based report cards - Agendas at elementary level. - Student concern: tutoring is not offered for any of the accelerated classes, only for the MATH I, 2 & 3. The students feel like they need the assistance to graduate. The seniors are struggling because they operate on the old system as opposed to the GPS system. This same student was concerned because she signed up for an A.P Biology class, but because not enough students signed up, she had to take an online class. She is an all A student, but is struggling because she cannot get the support needed to do well in this class.
2.11	- Policies up for the public review (post school website for review of policies, need to add this to newsletters) - Student Council, School Council and PTO involvement - Board meetings - Student clubs - Team planning and school committees - Parent survey on website - CIP process - Stakeholder meetings (SACS)

	• Partners in Education
2.12	• Perception surveys and data
	• Open forum at HCBOE meetings
	• School Council
	• Balanced scorecard
	• Communication, letters, newsletters, website
	• Board meetings
	• PTO meetings
	• Partners in Education and public relations
	• County administrators are available for community stakeholders
2.13	• Evaluation system not beneficial, it is outdated and not effective to improve teacher performance
	• Teacher evaluations / Evaluation tools for all classified staff
	• 5x5's
	• decrease of professional growth due to budget crisis
	• Procedural policies
	• GTEP, GTDRI, GTOI, GAPS

Areas of Concern and Possible Solutions

Stakeholders were asked to list areas of concern and possible solutions as a result of cluster review team discussions of this standard.

Concerns

- Information does not flow downward in an efficient manner.
- Breakdown in communication between system and schools or schools and personnel.
- Are we moving away from district wide directed, but job embedded Professional Learning because of the PLU requirements?
- Continue to strive to connect community to enhance educational needs during difficult economic times. A concern is the involvement of parent stakeholders of the system and whether their involvement is strong on the high school level.
- There are opportunities for communication and information available to parents and the community; however, the consensus was that there are different tools used at different levels (grades on IC at MS and HS levels, connected calling system used by some not all school, etc.). Parents need more communication on what type of information is available and where to go to find it.
- Community doesn't have an understanding of furlough days and was unaware the school year was shortened to 177 days. Need for greater communication or greater access to where this type of information can be found.
- County level strategic plan has not been communicated to the community. Need for further development with actions and strategies at county level.

Suggestions

- To build more support and value input from all stakeholders (parents, teachers, etc.).
- A more user friendly website.

- Secure resources; ensure stakeholders have meaningful roles.
- Increase online information availability;
- Continue to procure outside fiscal resources
- Additional alignment of the departments at the county office to support the initiatives constantly from all areas.
- Track and assess interactions between departments and schools; clearly define roles and expectations.
- Maintain continuity of message
- Evaluation system needs clarity-Class Keys is helpful, need to continue to work on classified.

Suggested Goals and Initiatives

Stakeholders were asked to list goals or initiatives that should be considered in the development of the district's next 5-Year Continuous Improvement Plan.

- Additional county level meetings needed with all stakeholders to discuss new initiatives within the district.
- Greater county office level communication needed.
- Research ways to get more stakeholder involvement.
- Continue to document student performance in order to set higher standards and goals for success.
- Develop comprehensive evaluation system with similar language for all jobs.
- Better communication between departments and schools.
- Enhance the communication and alignment of jobs between departments and schools.
- Unclear if Learning and Teaching, Administration Services, Human Resources, Leadership Services are all on the same page. Different messages are sent at times.
- Create a positive framework for instructional expectations that are specific in expectations for schools, but leave implementation to individual schools.
- Create a vision for the uses of technology to create technologically literate students and to integrate innovative uses of technology across all schools.
- Consistent communication and clarity about standards based report card roll out and expectations and training for doing the work.
- Look at/review policies that impact/impede the implementation of quality assessment systems.
- Consider policies that expand Move On when Ready actions beyond dual enrollment options for high school students.
- Expand online/blended learning opportunities for high, middle and alternative education paths.
- More Partners in Education.
- More support groups for student/staff.
- More parent involvement in goals and student learning progress.
- Get the community more involved in the success of students and the system of education within the county.
- Improved technology and student materials.
- Diversity and emphasis on academic achievement, Budget is not organized.

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STANDARD 3: TEACHING & LEARNING

Stakeholder Participation

Cluster review teams were asked to submit rosters of all stakeholders who participated in the review of accreditation standards.

The following reflects a total count of participants who reviewed Standard 3.

Role of Participant			
Employee	**Parent**	**Student**	**Community Member**
375	**110**	**64**	**39**

Stakeholder Ratings by Cluster

Stakeholders were asked to evaluate the degree to which the following practices and processes are in place in the school system.

Note: Numbers reflect the ratings submitted by the 10 cluster review teams.

Standard 3
The system provides research-based curriculum and instructional methods that facilitate achievement for all students.

Indicators **In fulfillment of this standard, the system:**	Not Evident	Emerging	Operational	Highly Functional
3.1	Develops, articulates, and coordinates curriculum based on clearly-defined expectations for student learning, including essential knowledge and skills		3	**6**	1
3.2	Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning		4	**6**	
3.3	Ensures that system-wide curricular and instructional decisions are based on data and research at all levels		3	**7**	
3.4	Supports instruction that is research-based and reflective of best practice		3	**7**	
3.5	Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity		**5**	4	1
3.6	Allocates and protects instructional time to support student learning		4	**4**	2
3.7	Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment		3	**7**	

3.8	Supports the implementation of interventions to help students meet expectations for student learning		**6**	2	2
3.9	Maintains a system-wide climate that supports student learning			**7**	3
3.10	Ensures that curriculum is reviewed and revised at regular intervals		4	**5**	1
3.11	Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction		**9**	1	

Indicators Rubric - Overall Assessment

The following "overall assessment" reflects the dominant rating of cluster review teams across all indicators of quality.

Not Evident	The school system implements a curriculum based on expectations for student learning that has not been fully aligned with the requisite knowledge, skills, and attitudes. The system demonstrates little or no evidence of alignment between the curriculum and instructional practices. Teachers use instructional practices that reflect little engagement of students in the learning process. Teachers provide few opportunities for students to apply their knowledge and skills to real world situations. Teachers give students limited feedback to improve their performance.
Emerging	The school system implements a curriculum based on expectations for student learning that provides opportunities for most students to acquire requisite knowledge, skills, and attitudes. The system demonstrates some evidence of alignment between the curriculum and instructional practices, but implementation is not systematic across the system. Teachers use instructional practices that actively engage some students in the learning process. Teachers provide limited opportunities for students to apply their knowledge and skills to real world situations. Teachers give students random or periodic feedback to improve their performance.
Operational	The school system implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system demonstrates evidence of alignment between the curriculum and instructional practices with systematic implementation across the system. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance.
Highly Functional	The school system implements a curriculum based on clear and measurable expectations for student learning that provides multiple opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system has a formalized process to align instructional practices with the curriculum and demonstrates results through systemic and sustainable implementation across the system. Teachers use proven, research-based, instructional practices that actively engage students in the learning process and encourage students to take ownership of their learning. Teachers consistently provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students frequent feedback using a variety of methods to improve their performance.

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Artifacts and Evidence

Stakeholders were asked to list key artifacts or evidence to support a rating of "operational" or highly functional" on any indicator of quality.

Indicator	Artifact / Evidence
3.1	- Pacing Guides / GPS / Angel Lessons / Graduation Requirements - Pacing Guides, rubrics, and unit/lesson plans - Department does not articulate a vision or guidance. Lack of consistent communication from department - Curriculum and pacing guide - Examples of standards based instruction - Curriculum and pacing guides - Stakeholders experience, knowledge and/or awareness - Standards based classrooms initiatives, Safe and Orderly Schools Initiatives **Comment** Instruction and assessment should include the use of manipulative and appropriate technology. Topics should be represented in multiple ways including concrete/pictorial, verbal/written, numerical/data-based, graphical, and symbolic. Concepts should be introduced and used in the context of real world phenomena.
3.2	- Sporadic professional learning to support higher order thinking and research based practices. - Unit / Lesson Plans / Individual Instruction Plans / Student Data / Rigor In Math - Staff research and use of data - United Nations Program - Pacing guides - Student portfolios, samples of student work - Professional Development Plan - Creating workshops for students (i.e. Writing Workshop); hands-on activities - varied instructional unit plans - SAGE program - Examples of differential instruction - Text is task oriented and leads to exploration of the given concept - School site provides prompts for classroom use that support Blooms taxonomy of higher of order thinking skills, including sentence starters
3.3	- Use of Georgia Performance Standards - School improvement plans - Data plans and district support of these plans - PASS, summative/formative, state and national Assessments (Math) - Staff research & use of data - School/department continuous improvement plans

	• Examples of standards based instruction • Department meetings • Agendas • Weekly assessment • Curriculum and pacing guides **Comment** Henry County Schools is continuing efforts to improve students scores, especially in the areas mathematics and science
3.4	• Use of GPS • Class Keys / School Keys • Increased use of balanced assessments • Examples of Standard Based instruction • Staff research & use of data • Student achievement data/data rooms • Unit plans, lesson plans, and curriculum pacing guides • Morning enrichment • CRCT scores • Teachers are shown samples of best practices at staff meetings and encouraged to seek best practices for use in the classroom.
3.6	• PASS is used as a summative assessment and takes away from instructional time. If teachers had access to the test it would a stronger instructional tool. • Schedule / CIP / Instructional Plans / Standards Based Classrooms • Master schedule • Board policy manual • Instructional policies/procedures: Bell to bell instruction, schedules, school calendar • Frequent standardized testing interferes with instructional delivery • It is clear that it is important to protect instructional time from the county level • Currently too many teachers are being pulled from the classroom for training • Furlough days and reduction of student school days are having an impact • Stakeholders perception data **Comment** The system has emphasized county-wide programs which, when implemented fully, often results in students being pulled from class, impinging on already tight instructional time. Some of these include the SIEP program, training in tutoring and peer mediation, and meetings with the graduation coach.
3.7	• Graduation requirements • Articulation agreements, dual enrollment, work based learning • Vertical Planning (5 to 6 and 8 to 9) is nonexistent in the county • Countywide discipline plans/alternative for repeat offenders • Vertical teaming is necessary, Currently there is no systematic, across grade-level discussions

	- Professional development plans; Data - Report cards and progress reports - Graduation requirements - Samples of formative assessments - Staff/department meeting agendas - Rubrics - We often meet monthly with high school math teachers - Response to Intervention is based on the concept of providing evidence-based instructional and behavioral strategies matched to student needs and monitored on a frequent basis by highly qualified school staff members. The information gathered by this approach is used to make decisions regarding the student's educational program.
3.8	- Changes in RTI have not been implemented consistently among schools - RTI; SST; SIEP; Pyramid of interventions; ZAPP during lunch - Flexible grouping - Mentoring; Coaches - Reduction in SST staff; the level of support is dependent upon SSS - No RTI support from SSS. Teachers are left on their own - New forms are helpful and appropriate - The elimination of the impact AYP - Examples of differentiated instruction & formative assessments - Student achievement data - School site provides 3-tier intervention system with frequent reviews to facilitate identification of students in need of specific strategies to promote learning
3.9	- Standards Based Classroom - Coordinated student achievement plans from central office - District strategic plan - School and departments continuous improvement plans - Discipline policies and procedures - No child left behind, perception surveys - Monthly Checklist - Curriculum Guides - Cluster Plans; School & department continuous improvement - Board policy - Balanced scorecard - Press / website master; Student recognition; Awards day - Olweus weekly meetings - In addition to scheduled classroom time, before/after school tutoring is offered
3.10	- Has not been communicated to principals about review and revisions of curriculum - Formative & Summ. Assessment / Pass / Student Data - Meeting Agendas

	• Outdated materials, lack of supplemental materials (novels, periodicals, etc.) • Framework; Website • Revised with every new curriculum coordinator change • System is timely in implementing change, but there is no follow-through. • Instructional unit plans, curriculum, & pacing guides • Department/leadership meetings • Professional development plans • Balanced scorecard; Board policy; District strategic plan • Math teachers review pacing guide yearly • The selection process shall result in the adoption of learning resources for system-wide use in a given subject area or course. Based on parent's observations, changes are made to the curriculum almost yearly to keep abreast off the state's changes and mandates.
3.11	• Lack of funding to increase technology • Important web sites are blocked • 87% technology money goes to students • Lack of technology (working computer lab, active boards, updated technology) • Concerns regarding textbooks. How can parents support children without textbooks? • We no longer have media or computer lab parapro and there is no funding for technology • Media & technology resources, teachers utilize different instructional tools in the classroom. • Teachers and students have access to technology to keep abreast of assignments, • Study tools, and have begun incorporating social media to improve communication and feedback **Comment** Budget constraints have made a mockery of this standard. There is no technology refreshment plan evident at the school level, and technology upgrades are a long-faded dream. It support positions have been cut, and it is difficult to get clearance for blocked on-line resources in a timely fashion, even when these resources are clearly curricular.

Areas of Concern and Possible Solutions

Stakeholders were asked to list areas of concern and possible solutions as a result of cluster review team discussions of this standard.

Concerns
- Lack of communication and continuously changing the focus so we cannot become operational in any standard
- Economy barriers - re-prioritize or wait it out
- Technology Concerns - Require teachers to input technology use in lesson plans
- Financial restraints

- Limited central office staff
- Meeting needs of all students including gifted
- Important web sites are blocked by the filter
- Students do not have access to up-to-date materials
- Some textbooks are no longer in print
- Meeting the needs of the students who are attending college by preparing them for the work force by encouraging vocational classes.
- Publicizing the offerings at HCHS so the community can better prepare for the work force. Graduation requirements as set by the state do not meet the needs of all students
- There is a lot of effort put toward students who are not meeting standards, but what is being done to address the needs of higher achieving students
- There is concern about the implementation of academic interventions at the middle school (on the part of elementary parents)
- Equal access for technology and enrollment opportunities regarding dual enrollment
- Concern - sharing technology. Solution - SPLOST, grants, get technology in more teachers hands
- Report cards do not include enough details - many educators are struggling with completing or explaining the rubrics/grades to parents
- Teachers need frameworks from Language Arts
- There is no focus on gifted students.
- Some schools are trying to do standards based, while other schools are not.
- There is a need for experienced technologists because technology is an afterthought
- Furlough days are impacting research-based practices
- Tools used to gather data have errors
- No information on how data collected is used to make decisions
- Decisions seem to be based on static data and not dynamic data - real time data should be used
- Transportation problems are impacting building level's ability to plan and meet
- Expectation is there, but there is no follow-through to hold schools accountable

Employees

- Principals monthly check list
- Move away from traditional school approach and create more opportunities for "real world" applications in the classroom.
- PASS testing is taking away too much instructional time – 3 days is too much - testing could be done in 1 day within content areas. Adjust schedule.
- The research – based curriculums need to be updated and presented & the taught to teachers each year to ensure that all teachers are on the same page
- Interruption of the learning environment
- Professional morale
- Vertical planning between cluster schools can be made stronger by designating and facilitating specific days for teachers to work with feeder schools to develop curriculum action plans - this could be coupled with more latitude to schedule interventions for struggling students during the school day - the traditional 7 – period day in high schools doesn't lend itself to that

Parents

- Community unaware of elements in place for school improvement
- The current standard based curriculum is clearly defined; however, it lacks understanding and

- clarification for parents as well as students. It does not explain to the child or parent where they are at the end of each 6 week time frame based on requirements for end of school year standards.

- It is very good opportunity for students to explore applications for higher learning and have new approaches to apply their learning but the current grading system does not align with mission and vision that instill the joy of learning or provide a nurturing environment. Instead it is perceived and lined out that we live in a perfect world.

- Data and research collected need to be revisited

- The current standards are involved and the instructional time should be based on a 6 weeks time frame and not end of school year time frame. It would make teaching more productive.

- The system is in place but is not consistent or maintained among all grade levels. All students' performances are not monitored to ensure readiness for the future schooling or employment.

- This system does not assure that all students system wide in every grade level meet the expectation for student learning.

- Because of Henry County's current curriculum, it forces parents that desire more for their kids to seek a secondary form of learning.

- Ready access to instructional technology, information and media services, and not appear that it compares favorably with other counties.

Students

- More real life experiences in classes.

- More access to all resources.

Suggested Goals and Initiatives

Stakeholders were asked to list goals or initiatives that should be considered in the development of the district's next 5-Year Continuous Improvement Plan.

- Clearly state the curriculum goals for the year and stay with it.

- Provide alternative options for students (magnet schools, online options for school students,)

- Implementing more technology

- Reduce class sizes

- Expand and fund gifted service

- Promote current vocational opportunities in the county

- Focus on improving middle school interventions for struggling students.

- Communication between grade levels so we can use the same language across the board.

- Improvement Plan: The County can provide addition technology to the schools to meet the needs of challenged and advanced students.

Employee Comments

- Partnering with non-system actors & allocation of resources.

- Update & maintain technology – all schools should have available the same technology (ex: real whiteboards).

- Provide textbooks that adequately support instruction.

- Administer test that fit with total curriculum being taught, make them grade specific for our system.

- Develop a policy that helps to eliminate interruption of credit-earning system to determine middle school promotion so middle school parents and students are accustomed to having to pass courses to earn promotion, as opposed to just passing CRCT.

- Develop a model wherein students who are behind many units of credits could work independently to earn credits faster than the traditional high school model allows. This may be the only way students could be kept on track to graduate with their cohorts.

Parent Comments

- Offer honors classes in the senior year. The plan should include "communication piece" that when implemented all parties are aware of the goals and means to achieve goals.

- The standards should be broken into sections to show achievements based on a 6 week time frame. This will allow the parents as well as the students to better understand where they are concerning the long term achievement.

- It's important for every student to have the opportunity to be involved in exploring the new approach of higher learning but at the same time they should be graded based on the time frame that they have achieved their learning.

- If a certain criteria and expectation is put in place for the educators as an assessment it needs to be put in place to assure that it is being implemented.

- The instructional time should be based on a 6 weeks time frame and not end of school year time frame. It would make teaching more productive.

- This system needs to be reviewed on all levels to see how students are really prepared for future schooling or employment.

- The system needs to be reviewed and monitored on all levels starting in kindergarten to see how the intervention plan is securing a solid foundation of learning to assure that each child is not left behind.

- Curriculum needs to be revisited to assure all kids are being taught in a way that none are left behind.

- Ready access to instructional technology, information and media services, and materials needed for effective instruction should be re-evaluated for the entire county.

Student Comments

- More of a portfolio based assessment

- Better nutritious food

- More one –on-one teaching.

Community Member Comments

- Improve programs in place

- Move to research-based classrooms across the school/system

CLUSTER SUMMARY REPORT

STANDARD 4: DOCUMENTING & USING RESULTS

Stakeholder Participation

Cluster review teams were asked to submit rosters of all stakeholders who participated in the review of accreditation standards.

The following reflects a total count of participants who reviewed Standard 4.

Role of Participant			
Employee	**Parent**	**Student**	**Community Member**
372	**102**	**63**	**44**

Stakeholder Ratings by Cluster

Stakeholders were asked to evaluate the degree to which the following practices and processes are in place in the school system.

Note: Numbers reflect the ratings submitted by the 10 cluster review teams.

Standard 4					
The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and system effectiveness.					

Indicators In fulfillment of this standard, the system:		Not Evident	Emerging	Operational	Highly Functional
4.1	Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free		**5**	3	2
4.2	Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning		2	**6**	2
4.3	Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance		**5**	3	2
4.4	Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders		3	**4**	3
4.5	Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness	2	3	**5**	
4.6	Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence		3	**6**	1
4.7	Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations			**6**	4

CLUSTER SUMMARY REPORT

Indicators Rubric – Overall Assessment

The following "overall assessment" reflects the dominant rating of cluster review teams across all indicators of quality.

Not Evident	The school system is currently using assessments that are not aligned with student expectations or has no comprehensive assessment system based on clearly defined performance measures. The assessment system has limited capability to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessments do not yield timely and accurate information that is meaningful and useful to system/school leaders, teachers, and other stakeholders in understanding student performance, school and system effectiveness, and the results of improvement efforts.
Emerging	The school system is currently using assessments that have limited alignment with student expectations and/or is developing a comprehensive assessment system based on clearly defined performance measures and plans to administer the assessments in the near future. The assessment system will be used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. When fully operational, the assessment system will yield timely and accurate information that is meaningful and useful to system/school leaders, teachers, and other stakeholders in understanding student performance, school and system effectiveness, and the results of improvement efforts.
Operational	The school system uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. The assessment system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to system/school leaders, teachers, and other stakeholders in understanding student performance, school and system effectiveness, and the results of improvement efforts.
Highly Functional	The school system uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results, including multiple measures of individual student achievement that assess higher order thinking skills and are of adequate technical quality. The assessment system is used to assess student performance on expectations for student learning, to evaluate the effectiveness of curriculum and instruction, to design and improve instructional strategies and practices, and to determine interventions to improve and enhance student performance. The assessment system yields timely and accurate information that is meaningful and useful to system/school leaders, teachers, and other stakeholders in understanding student performance, system and school effectiveness, and the results of improvement efforts for individual students and groups and subgroups of students.

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Artifacts and Evidence

Stakeholders were asked to list key artifacts or evidence to support a rating of "operational" or highly functional" on any indicator of quality.

Indicator	Artifact / Evidence
4.1	- Multiple levels of student achievement plans - Meetings with parents - Team teacher conferences - IEP meetings - CRCT results - Assessments that come from Georgia Performance Standard - State Writing Tests - Mock Writing Tests - PASS Benchmark Testing - EOCT - GHSGT - GAA - Running Records - Accelerated Reader Tests - Individual student reports/parent reports for assessments - Trend data on student achievement & district effect - Balanced scorecard - Variety of assessment - Documentation of district-wide focus on assessment use & analysis - School/department continuous improvement plan **Comments** Reliability and validity are of great concern. The Fall administration of the PASS test had extensive errors that call the entire program into question. There is no evidence to the community that those responsible for the debacle were held responsible. Further, some schools are not using proctors in classrooms where tests are administered orally, leading to an environment where vocal cues are not controlled for. PASS test data is not proving to be a reliable measure for math. It does not seem possible that the assessment system within the county can be bias-free.
4.2	- Multiple levels of student achievement plans - Syllabi - CRCT reports - Continuous Improvement Plans - District Strategic Plan - Data Teams - Variety of Grade Level and course Specific Assessments - School Improvement Plan

	• Principal meetings • Leadership meetings • Balanced scorecard • Data rooms • Samples of assessment of student work/student portfolios • Students of concern are invited to a math prep course for high school • Students preparing to pass GHSGT • SAGE qualifications • SMART goals / Quarterly Action Plans based on areas of need • Teachers review of CRCT data to determine individual student deficits and create plans for growth • Weekly grade level/department data analysis and collaborative planning sessions • Student achievement data/data rooms • Evidence of the use of disaggregated data • School/department improvement plans • CRCT scores are used to establish a plan for student success • Instructional unit plans
4.3	• Report cards • Variety of assessments • Share results with parents (State of the school address) • School improvement plan • Perception surveys • Balanced scorecard • Cluster improvement plans • Website • Principal meetings • District strategic plan • Walk-throughs/data collection • GTEP observation data • PASS/Edusoft data accessed by the district as well as the local level • Instructional unit plans/professional development • Trend data • Comparative data among districts • Implementation of a "strategic plan" with four areas of focus • Student achievement • Safe orderly and supportive environment • Community support of schools • Internal quality assurance
4.4	• Teacher emails • Phone calls; automated messages • Website (teacher and school)

	- Parental protocol (the cultural feel of the building) - Parent Portal - Report cards - Parent letters - Stakeholder perception (survey) data - School and department continuous improvement plans - Balanced scorecard - Parent Teacher Conferences - Local Newspapers post AYP status - Newsletters with standards - Curriculum Night - Progress Reports - Tuesday folders - Daily Agendas - Stakeholder experience knowledge or awareness - System strategic data - Meeting agendas - Provide 3 week progress reports and Infinite Campus - Homework hotline - Teacher web pages - Continuous improvement plan - State report card published and accessible to all stakeholders
4.5	- Balanced scorecard - Staff research and use of data - Evidence of disaggregated data - Assessment policies and procedures - State report cards - Stakeholder experience knowledge and/or awareness - Stakeholder perception (survey) data - Student achievement data / data rooms - Trend data on student achievement and district effectiveness - When exploring the option of co-teaching, data across districts and best practices of other districts was reviewed to determine whether or not to implement co-teaching - Research-based literature
4.6	- Variety of assessments - Data rooms - CRCT - Report cards - Weekly reports - PASS Data

	• Formative Assessments
	• STAR
	• GHGT
	• EOCT
	• System and State Tests
	• AYP Report
	• Analysis of achievement of specific sub-groups over time
	• Standards-Based Report Card shows progress on meeting standards over the course of the school year
	• GRASP diagnostic assessment data
	• Samples of assessment of student work/portfolios
	• Trend data on student achievement in district effectiveness
	• Technology that supports assessments
4.7	• Assessment administration training
	• Records Storage
	• Records retention schedule
	• Clerks
	• Administrators
	• Stakeholder perception (survey) data
	• Board policy manual
	• Documentation of a district-wide focus on assessment use and analysis
	• Test security protocol during CRCT
	• Permanent Records
	• Online attendance
	• Grades, progress reports, report cards
	• Proof of Residency
	• Infinite Campus – secure log-in with a password but not always accurate (i.e. timely posting of grades)
	• Assessment/grading policies/procedures
	• Student achievement data
	• Data rooms
	• Online access

CLUSTER SUMMARY REPORT

Areas of Concern and Possible Solutions

Stakeholders were asked to list areas of concern and possible solutions as a result of cluster review team discussions of this standard.

- Increase the awareness level and involvement of all stakeholders
- Better communication on system changes and performance and assessment.
- Better utilization of Infinite Campus as a data warehousing tool and communication vehicle for staff, parents, and other stakeholders.
- Electronic report cards for all levels.
- Systemic and systematic use of Edusoft to help administer and utilize Common Formative Assessment data.
- Concern: School system should provide comparable data to other school systems along with trend data. Solution: Assign someone at the board to gather this data.

Employee

- Continue to progress towards a systemic approach to assess student learning for each content area. Need to teach teachers how to use data that is gathered to build stronger curriculum.
- What assessments are to be used on the high school level, aligned with GPS curriculum for use with Tier 3 RTI students?
- The county might give the schools some guidance in that area since various high schools are struggling with that issue.

Parent

- What are the system's expectations when an assessment is performed for student learning?
- Are Henry County's expectations enough to match other counties?
- Are all teachers held to the same standards and if so, how are they monitored?
- The current standard system does not provide enough clarity and understanding on how students are performing based on a six (6) week period.
- What does the comparison show?
- If parents are seeking secondary education, what is the evidence of growth?
- What are the statistics based on?
- Teachers grade the test.
- Multiple errors on PASS.
- How bias is the test?
- It is challenging if the assessments are yielding information that is reliable, valid, and bias free when as a parent you often do not see the actual test.
- This year will be the first year testing students on the new math curriculum which makes it difficult to determine the reliability and validity of the test.
- The assessment system at the elementary level needs support and consistency.
- There is little consistency among the disciplines at the high school level in assessment and analysis
- of data
- System does a good job identifying where students are, but needs improvement on identifying the next step.
- Communication to parents from the county level is not evident.
- From a school/administrator level, it is apparent that data is being disaggregated and used, but from a parent level, this is not necessarily communicated to the parents

- No county data is received that compares school/students.
- How are surveys used?
- There is a variety of communication methods used but they are not necessarily effective.
- The language used in sharing of information is not easily understood by the general public.
- Balanced scorecard is not updated in a timely manner.
- Does the balanced score card still contain pertinent information?
- As a parent, middle and high school parents would like to see more paperwork or student work sent home rather than only relying on Infinite Campus to view grades.
- Department of Education data should be made available.
- Comparison data is needed to monitor goals.
- There is more focus on the data about the state as a whole rather than comparing to other districts within the state.
- It is difficult to list artifacts / evidence that shows data from comparable school systems is reviewed when making decisions.
- The group as a whole was not aware of how comparable system data is being used even though the group consensus was operational for this standard. This was in part due to the vocabulary of the rubric and some areas of growth.
- Growth data should be reviewed.
- As a parent, it is difficult to know that there is verifiable growth in student performance for anyone other than your own child.
- The group determined that the county was operational for this standard, but communication of the performance was the concern.
- Infinite Campus has issues because it is dependent upon the people who enter data.
- Infinite Campus has limited capabilities.
- As a parent, it is difficult to know the student records system is in compliance with the state and federal regulations when you do not know what the regulations are.
- All schools are not consistent in what is placed in the permanent record.

Suggested Goals and Initiatives

Stakeholders were asked to list goals or initiatives that should be considered in the development of the district's next 5-Year Continuous Improvement Plan.

Suggestions

- Department improvement plans should be developed with goals and initiatives
- Greater interaction between coordinators and school
- A principal's advisory group to assist coordinators would be beneficial
- Re-establish a quarterly principal's meeting for better communication between schools and county level.
- Improved communication is needed so that principals are in the loop and have a voice as policies and procedures are implemented
- Improve our communication efforts

- Electronic report cards for elementary schools
- Explore idea of kids having more meaningful homework
- Teach students how to study at home
- Gather data from successful systems with similar demographics and adapt effective practices/procedures in Henry County
- Establish county-wide bank of questions organized by standard in academic courses to be used for semester exams at the high school level.
- Data could be shared and analyzed for county wide decision making.
- Professional Learning could be established to best address the standard in the courses that are not being met so that changes can be made and best practices shared.
- Create initiative to create/provide common assessments at all grade levels.

Employee Comments

- Streamline assessments, prevent over-testing.
- Student attendance incentives for those that are not absent. Follow law on student mandatory attendance. Take them to court.
- Design clear guidelines for all tiers of SST/RTI that area feasible at the high school level.

Parent Comments

- All areas of standards need to be revisited and re-evaluated to determine exactly where we are as a whole in comparison to other areas. What are the statistics really based on?

Community Member Comments

- Keep improving on what they are doing.
- Further develop cross-school trends and comparison of student data

CLUSTER SUMMARY REPORT

STANDARD 5: RESOURCE & SUPPORT SYSTEMS

Stakeholder Participation

Cluster review teams were asked to submit rosters of all stakeholders who participated in the review of accreditation standards.

The following reflects a total count of participants who reviewed Standard 5.

Role of Participant			
Employee	**Parent**	**Student**	**Community Member**
401	**102**	**61**	**33**

Stakeholder Ratings by Cluster

Stakeholders were asked to evaluate the degree to which the following practices and processes are in place in the school system.

Note: Numbers reflect the ratings submitted by the 10 cluster review teams.

Standard 5
The system has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Indicators Human Resources - In fulfillment of this standard, the system:		Not Evident	Emerging	Operational	Highly Functional
5.1	Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities		1	**7**	2
5.2	Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience)			**7**	3
5.3	Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff		**5**	4	1
5.4	Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable		4	**4**	2
Financial Resources - In fulfillment of this standard, the system:					
5.5	Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement	1	2	**5**	2

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5.6	Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures			**5**	5
Physical Resources - In fulfillment of this standard, the system:					
5.7	Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment		2	**5**	3
5.8	Establishes and implements written security and crisis management plans with appropriate training for stakeholders			**7**	3
5.9	Implements processes and plans for maintaining and improving sites, facilities, and equipment		3	**5**	2
5.10	Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals		**7**	3	
Support Systems - In fulfillment of this standard, the system:					
5.11	Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students		4	**4**	2
5.12	Provides student support services coordinated with the school, home, and community		2	**6**	2

Indicators Rubric – Overall Assessment

The following "overall assessment" reflects the dominant rating of cluster review teams across all indicators of quality.

Not Evident	The school system has very limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The system does not systematically employ and allocate staff members who are qualified for their assignments. The system provides limited learning opportunities for staff to improve their effectiveness, including both professional and support staff. The system ensures compliance with applicable local, state, and federal regulations.
Emerging	The school system has limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The system employs and allocates staff members who are generally qualified for their assignments. The school system provides learning opportunities for most staff to improve their effectiveness, including both professional and support staff. The system ensures compliance with applicable local, state, and federal regulations.
Operational	The school system has human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The system employs and allocates staff members who are well qualified for their assignments. The system provides ongoing learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The system ensures compliance with applicable local, state, and federal regulations.
Highly Functional	The school system effectively uses human, material, and fiscal resources to implement a curriculum that enables students to achieve and exceed expectations for student

	learning, to meet special needs of all students, and to comply with applicable regulations. The system systematically employs and allocates staff members who are well qualified for their assignments in all content areas. The system provides and fully supports ongoing, job-embedded learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The system ensures compliance with applicable local, state, and federal regulations.

Artifacts and Evidence

Stakeholders were asked to list key artifacts or evidence to support a rating of "operational" or highly functional" on any indicator of quality.

Indicator	Artifact / Evidence
5.1	• TIP • PATS • Graduation coach with defined job description and responsibilities • Not much hiring has been done due to economy • Staff incentives • HR staff recruitment plans / recruitment team • Retention data • Documentation of mentoring • Professional development programs • TAP personnel • Job fairs • Job descriptions • CLASS Keys • Griffin RESA • Documentation of staff induction • Common Planning • Documentation of position requirements • Personnel evaluation policies and process • Job embedded professional learning to retain employees
5.2	• Data showing the number of teachers who are out of field or are not highly qualified • Each year the district looks at the fourth month enrollment to determine staff allocations for the next school year using the state formula • There is a detailed process in place for when the actual enrollment differs greatly from the projections • HR works to make sure we have highly qualified teachers • Highly qualified teachers to fill specific rolls or teachers need training in specific areas • The development of specific job descriptions

	• Annual evaluations • High qualified staff • Documentation of position & requirements • Surveys • Needs based on state and federal regulations • PATS • Documentation of staff induction
5.3	• Walk-through's give teacher's feedback • Documentation of staff induction • Professional development expectations • In-school training • School based Professional Learning • Surveys • Professional learning based on needs of school • Professional learning is high on the priority list of the county • Most of the time it addresses the needs of the staff • Teachers are given the opportunity to give feedback through surveys in regards to the level of professional development offered. • Some teachers don't seem interested in embracing the professional learning strategies that might be offered.
5.4	• All positions filled when needed • Articles are handed to faculty • Student population dictates • District strategic plan • Board policy manual • Class rosters • Documentation of mentoring programs • Audits • Reports turned in constantly to make sure number in classrooms does not exceed state guidelines • Numbers determined by per pupil ratios • Staffing meets state guidelines • Reductions in budgets require reduction in force which is not necessarily in the best interest of students • Even with all of the budget crises, the students still have access to an art teacher, a music teacher, a counselor, etc. • They have access to all of the resources and personnel that they need despite the current economic times
5.5	• BOE Meetings • School Council • Graduation coach identifies at-risk students - teachers create interventions for these students

	• Annual budget and audit • Facility maintenance checklist • Principal's monthly checklist • Board policy manual • Balanced scorecard • Budget planning committees • HCBOE works on budget • Long range planning • Sufficient communication • Based on pupil ratio • District strategic plan • E-Board • The county ultimately had to review needs vs. wants in these tough economic times • However, the district maintained a focus on the learning of children • Public meetings are held for community members to five feedback and weigh-in on the budgetary decisions of the county.
5.6	• Bookkeeper training • All audits passed and meet county guidelines • Annual budget and financial audits • Purchase orders processed in a timely fashion • Bookkeepers turn in audit sheet once a month • Internal auditor randomly audits bookkeepers • Strict and clear guidelines • Board policy manual • District strategic plan • Approval process for requisitions • System-level bookkeeper • Financial notebook with resources for each school
5.7	• Due to lack of budget • Facility maintenance checklist & work order process • School safety plans & practices • Completed work orders • Board policy manual • Custodial book guidelines for chemical use • Post signs for exterminators • Cafeteria staff graded • Fire marshal visits • Principals checklist • 5-Year facilities plan • Maintenance has such a small budget and does so well with its resources

	• Repairs are made in a timely manner • Facilities and maintenance continue to provide quality services • Schools are healthy and safe • The school is not falling apart - it is nice and clean • Leaks are repaired quickly • The custodians are friendly and sweet
5.8	• Due to lack of budget • Crisis management plan • School safety plan • Safe schools initiative • Disaster drills held throughout the year • Exit strategies posted • Principal's monthly checklist • Monthly fire drills submitted to the state • Severe weather drills • Weather radios • There is a system requirement for an emergency plan • Central office sends notices to schools in emergency situations
5.9	• Efficient facilities and maintenance department • Due to lack of budget • Facility maintenance checklist • Prompt response • Allen Guimarin – we can contact him for ground improvements • Work orders in place • E-mail accessibility • We have a plan • A facility maintenance plan has been implemented as well as a technology plan
5.10	• Due to lack of budget • Computer lab • Mobile labs • Work orders • District plan • Technology meeting & development • On-line availability • Facility maintenance checklist • Outdated equipment promptly removed • School and county CIP • Stakeholder experience • Knowledge and awareness • Beyond our control • Help Desk

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	• Application Specialist • Lead Instructional Tech staff member at each school • Live Meetings
5.11	• Mentors • School Resource Officers • Counselors • School Psychologists • Graduation Coaches • School Safety Plans • SST • RTI • All categories are met by qualified staff • Olweus anti-bullying meetings every week • Special Education department • Staff induction • Professional development expectations • School and departments continuous improvement plans • Co-teaching in classrooms • Support services in place for student success • Nurse • Everyone works together to meet needs of children (McKinney Vento, school psychologist, nutrition). • There is ample county office support for special learning needs • We were able to keep our nurses and counselors, although we did lose the Student Support Specialists.
5.12	• SIEP • Parent resource center • Social worker (McKinney Vento) • School Councils • Chamber of Commerce • Mentor programs • Hospital Homebound • SST process • Identifying at-risk students • PTA • Board meetings • Department and staff meetings • Teacher/school web pages • Homework hotline • Teacher e-mail • Voicemail

- Mentoring programs
- Counselors
- ESOL
- Infinite Campus
- Automated Phone Systems
- PIE Program
- Stakeholder experience
- Knowledge and/or awareness

Areas of Concern and Possible Solutions

Stakeholders were asked to list areas of concern and possible solutions as a result of cluster review team discussions of this standard.

- Professional Learning Department is understaffed for such a large school district
- Technology needs need to be updated as funds permit
- Budget
- Staffing
- All of the areas marked emerging were due in large part to reduced budget
- Transportation – lack of buses/too many late buses/lack of capital improvements – facility maintenance/lack of technology
- Professional learning should by systemic and the results of PL should be monitored for effective implementation
- The district should establish and implement a system to evaluate and improve professional development and ensure that all staff members across the school district participate in PL relevant to their position at some point during the school year. Additionally, there should be checks and balances to ensure that the PL strategies are implemented by the staff member
- Concern is trying to do so much that it feels like teachers can't get anything done
- Not enough support systems in place to help struggling students/parents
- IEP's are being rewritten to accommodate available Special Education personnel rather than fit the needs of the student
- Severe shortage of hearing interpreters, and no available funds designated for substitute interpreters, effectively denying hearing impaired children their instruction if their interpreter is absent
- Technology – need funding; need technology staff funded al all levels
- Need money for student programs
- Student Services: Clinic Aides – need one per school or need a registered nurse
- What training do the clinic aides receive before they take on their positions?
- School Psychologists – too many schools to be effective
- Social Workers – too many schools to be effective
- SSS – too many schools to be effective
- SEST – too many schools to be effective

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- Co-teaching is being forced into situations where it is not necessarily the most appropriate
- Professional Learning – no clear focus, no clear communication, no long range planning.
- Most PL is site based and then it is interrupted with county quick decisions, too many forms for substitutes and school based courses
- Safety – there are some severe discipline issues entering the elementary schools and more consequences or resources are needed to address these concerns
- The Resource Officer is helpful when he/she can get to the school, but because he/she serves so many schools, he/she in not available when needed most of the time
- What efforts are made to recruit more minority candidates?
- We do well on recruiting and employing, but need improvement on mentoring or maintaining.
- Often the mentality is "just be happy you have a job."
- TIP does not provide what is needed to be successful in the classroom
- Teachers are assigned based on need rather than qualifications
- School level professional development needs do not always align with the county level professional
- development opportunities
- This is often done without adequate feedback from the individual schools and/or departments.
- Parents are often unaware of the professional learning priorities at the school level.
- Special Ed has a plan and works to support teachers in becoming proficient, but we are unaware of any other initiatives from other departments or staff development to support it.
- Class size reduction is needed because support staff, counselors and social workers have been reduced.
- The Early Intervention Program recommends smaller class sizes.
- Proper planning allowed us to avoid reducing our work force; however, the budget is insufficient at the school level
- There are some leaks in the building that have never been fixed.
- Crisis plans could be better communicated to the community/parents
- Replacement bulbs for the projectors (LCD & overhead) are not funded. There is not a process or funding to have technology needs replaced
- Technology infrastructure varies greatly by level and department. It is not consistent across the board. There is a lack of technology support, and the support is inconsistent across the county.
- There are often a lot of roadblocks in the way of keeping the technology accessible, available, and with the necessary support.
- Title 1 funds provided us with new materials, but we are still so far behind.
- Transportation: Routes/buses are often too crowded
- Implementation of Title 1 parapros enabled us to bring together home and school; however, efforts have been hampered by the elimination of the Student Services department

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Suggested Goals and Initiatives

Stakeholders were asked to list goals or initiatives that should be considered in the development of the district's next 5-Year Continuous Improvement Plan.

- Identify resources for a fine arts concentration at the high school level
- Restore Student Services Department and increase the PL Department staff so that more support can be given at school level
- Identify other budgetary options to replace furlough days
- As funds are available, update and secure additional technology
- Find and secure funding through grants
- Make better use of what we have
- Technology training
- District should see from where they can direct money to technology
- State needs to restore financial services in order to make necessary improvements
- Plan to increase instructional technology
- Part of the 5-year continuous improvement plan should be to work on lowering the student/teacher ratio so that the student population does not fail and each student could have each teacher once instead of twice in middle school.
- The numbers of staff are not sufficient to meet the goals and visions, more teachers and support staff.
- Consider providing trainings and workshops to all schools, not just Title 1.
- Expand Special Education as necessary to meet the needs of all Special Education students who are enrolled.
- Parents must have an annual overseeing day
- Have high schoolers teach younger students after school
- Get more teachers to help students one-on-one so sometimes when they need help they won't have to wait a long time
- More mentors to help with educational needs and decrease drop out ratio
- Add the staffing back to better serve our students – this includes music and art at the elementary level
- Update the technology and provide the necessary training and support to lead our students and teachers into the 21st century
- More technology support/infrastructure for our students
- Overall, the county can better communicate goals and initiatives to the parents and the community.

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STANDARD 6: STAKEHOLDER COMMUNICATIONS & RELATIONSHIPS

Stakeholder Participation

Cluster review teams were asked to submit rosters of all stakeholders who participated in the review of accreditation standards.

The following reflects a total count of participants who reviewed Standard 6.

Role of Participant			
Employee	**Parent**	**Student**	**Community Member**
422	**98**	**60**	**30**

Stakeholder Ratings by Cluster

Stakeholders were asked to evaluate the degree to which the following practices and processes are in place in the school system.

Note: Numbers reflect the ratings submitted by the 10 cluster review teams.

Standard 6						
The system fosters effective communications and relationships with and among its stakeholders.						
Indicators **In fulfillment of this standard, the system:**			Not Evident	Emerging	Operational	Highly Functional
6.1	Fosters collaboration with community stakeholders to support student learning			1	9	
6.2	Uses system-wide strategies to listen to and communicate with stakeholders			3	7	
6.3	Solicits the knowledge and skills of stakeholders to enhance the work of the system			3	7	
6.4	Communicates the expectations for student learning and goals for improvement to all stakeholders			2	7	1
6.5	Provides information that is meaningful and useful to stakeholders			3	5	2

Indicators Rubric – Overall Assessment

The following "overall assessment" reflects the dominant rating of cluster review teams across all indicators of quality.

Not Evident	The school system has little understanding, commitment, and support of stakeholders. System personnel seek few opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate little or no participation by stakeholder groups.
Emerging	The school system has begun the process to gain the understanding, commitment, and support of stakeholders. System personnel are seeking opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate some participation by stakeholder groups.
Operational	The school system has the understanding, commitment, and support of stakeholders. System and school personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate good participation by some stakeholder groups.
Highly Functional	The school system has the understanding, commitment, and support of all stakeholders. System and school personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among all stakeholders to help students learn and advance improvement efforts and can demonstrate a high level of meaningful participation by most stakeholder groups.

Artifacts and Evidence

Stakeholders were asked to list key artifacts or evidence to support a rating of "operational" or highly functional" on any indicator of quality.

Indicator	Artifact / Evidence
6.1	- Partners in Education Program - Automated Phone System - Cluster Meetings - Stakeholder participation (survey) data - District strategic plan - School Council - Web pages - Curriculum night - Collaborative planning occurs weekly in each subject area - Perception surveys - Newsletters, district publications - Mentoring programs - Chamber of Commerce presence (education committee) - Principal's monthly checklist - Title 1 Parent Involvement Paraprofessionals

	• Title 1 website • Pre-K link • PTO • Meeting agenda and minutes • Blackboard Connect • District Publications • Board of Education minutes are online. • Calling posts • 180 Days • E-mail contact with students and parents • Articulation Activities • BOE meetings open to the public • E-BOARD gives public access • School PTO and School Council meetings
6.2	• Perception survey • One Henry • School web pages • District strategic plan • Documentation of media reports regarding schools • Stakeholder perception (survey) data • System and in-school e-mail, board meetings • Public participation at board meetings • Board minutes • School Council • E-Board • Use of automated phone system to communicate with parents. • Parent surveys • BOE website like connected • Speak at board meetings • Newsletters • Web site • School council meetings • Internal and external communication processes • Principal's monthly checklist • Parent Advisement Groups • PTO • Curriculum meetings/nights • Open House
6.3	• CIP Plans • School Council

	- Stakeholder mentoring of at-risk students - Surveys - Invite parents to help w/activities and in the Media Center AYP results - PASS - CRCT - Balanced scorecard - Faculty meetings - Improvement plans - District strategic plan - Stakeholder perception survey data - Parent curriculum night - Career days - Red Ribbon Week - Outdoor Education - Taste of Technology - Henry County Cluster night w/parent and student involvement - Perception surveys - All clusters inviting parents for SACS input - Speak at board meetings - Newsletters - Web site - School council meetings - Phone service for announcements - Committees - Career Days College Recruitment Fairs; A Taste of Tech - Meeting agendas and minutes (board of education school council staff/department) - District and school publications and newsletter - Parent Nights - Chamber of Commerce - Tech Schools - Partners in Education 180 Days Mentor Groups - Life 101 - Jr. Achievement - Guest speakers
6.4	- Curriculum nights - School Council - Leadership Meetings - Documentation of public participation at Board of Education meetings - District strategic plan

	• School and department continuous improvement plan Internal and external communication process • Standards-based classroom expectations; Standards posted in classrooms • Standards-based report cards ; Progress reports every three weeks • Teachers call home and conferences w/parents • Meeting agendas and minutes • Use of automatic phone system to communicate with parents. • CIP • GPS • PTO's • Balance score card – but it needs updating • School Improvement Plans • School and department continuous improvement plans Board policy manual • Community newspaper contains Board of Education minutes • Board of Education's goals are communicated through their minutes • Student handbooks • Information on school websites
6.5	• Meeting agendas online • Infinite Campus • Board policy manual • District strategic plan • Stakeholder perception data • District and school publications and newsletter • Documentation of public participation • Use of automatic phone system to communicate with parent Website • Chamber of commerce luncheons • Parents say "yes" • Available – school improvement plan • Brochures • Pamphlets • Meeting agenda and minutes (board of education, school council staff/department) • Email communication • Student Councils • Partners in Education • Standards Based Report Card School Council minutes

Areas of Concern and Possible Solutions

Stakeholders were asked to list areas of concern and possible solutions as a result of cluster review team discussions of this standard.

- Continue to enhance technology
- Concern is that parents are not responding when school reaches out to them for help
- There should be more communication about projects, homework, events
- County standards are well communicated and implemented daily
- Educate the community on standards-based classroom expectations and the standards-based reporting tool
- No regular method for teachers to voice concerns
- Teacher forum may be needed
- Participation
- Paper copies
- Put info on I.C. scrolling line
- Communication is evident but there is not complete coverage across the county
- Need more information positively in the newspapers
- Need Public Relations position at the county level reinstated
- Although the information is available, it is often difficult to locate on the district website and frequently uses language that is unfamiliar to non-educators
- Standards Based Report Cards – lack of understanding and cooperation in development
- Information presented in education terms – lack of understanding in community on what these terms mean
- Teacher web pages should be kept up to date – administrative checks
- Up date/post grades frequently – administrative checks
- Need additional administrative staff to assist schools in most areas - not enough support for all the needs in the schools
- Hire more administrators to support learning
- Lack of parent involvement
- Have more parent/teacher conferences that focus on more focused relevant issues
- Concern about more frequent drug/alcohol use by students
- Contact a staff member - establish a method of reporting that students are comfortable using
- Students leaving school during lunch
- Need a better system of communicating to parents and consequences for students
- Confusion about IC – power-point presentation on the web on how to use IC
- Commentators must be on the Board of Education agenda before addressing the Board
- Board of Education no longer holds district town hall meetings
- We need to tell our own story to the community
- Big and small
- We need system level communications that are positive - highlighting the successes, perhaps by cluster
- Diversity training to improve communication with all types of individuals

- We get a lot of information out, but we need to improve on getting feedback
- We need to improve collaboration in the community - this would give us more resources
- Continue using surveys to gain feedback
- Work on bridging gaps that exist b/w school system and stakeholders
- Improve means of mass communication
- Information needs to continue to be sent out and feedback needs to be elicited
- Develop long term projects related to academics
- What is important to one individual may not be important to others - we need to do a better job of balancing this
- Gain a global perspective to ensure that the information being sent out is meaningful and useful

Suggested Goals and Initiatives

Stakeholders were asked to list any goals or initiatives that should be considered in the development of the district's next 5-Year Continuous Improvement Plan.

- Continue exploring methods to contact all households
- Expansion of parent involvement at the county level
- Use of internet for stakeholders to communicate and discuss topics and concerns and become more involved
- Blogs or community boards
- Get parents to commit to contact other parents about school activities
- Outdoor education
- Transition to a standards-based classroom
- Increase the number of mentoring programs established in the district to one at each school
- Transition to standards-based report cards (K-12)
- Improve interdepartmental communication to coordinators
- Decrease high school drop out rate
- Create a better way for parents to become aware of what's going on and complete surveys
- I.C. reminders for parents on parent portal
- Bring back the Public Relations position at the county level
- Vision of Henry County Schools - top 5% as measured by what standards
- Strategic and targeted approach for increasing stakeholder involvement at all levels
- County wide procedure for posting grades and assignments
- Increase contact between students and counselors

STANDARD 7: COMMITMENT TO CONTINUOUS IMPROVEMENT

Stakeholder Participation

Cluster review teams were asked to submit rosters of all stakeholders who participated in the review of accreditation standards.

The following reflects a total count of participants who reviewed Standard 7.

Role of Participant			
Employee	**Parent**	**Student**	**Community Member**
387	**100**	**55**	**26**

Stakeholder Ratings by Cluster

Stakeholders were asked to evaluate the degree to which the following practices and processes are in place in the school system.

Note: Numbers reflect the ratings submitted by the 10 cluster review teams.

Standard 7				
The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.				
Indicators **In fulfillment of this standard, the system:**	**Not Evident**	**Emerging**	**Operational**	**Highly Functional**
7.1	Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results)		1	**7**	2
7.2	Engages stakeholders in the processes of continuous improvement		2	**7**	1
7.3	Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning			**8**	2
7.4	Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels		2	**6**	2
7.5	Provides research-based professional development for system and school personnel to help them achieve improvement goals		4	**5**	1
7.6	Monitors and communicates the results of improvement efforts to stakeholders		**5**	5	
7.7	Evaluates and documents the effectiveness and impact of its continuous process of improvement		**5**	5	

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7.8	Allocates and protects time for planning and engaging in continuous improvement efforts system-wide	2	**5**	3	
7.9	Provides direction and assistance to its schools and operational units to support their continuous improvement efforts		**7**	2	1

Indicators Rubric – Overall Assessment

The following "overall assessment" reflects the dominant rating of cluster review teams across all indicators of quality.

Not Evident	The school system has not developed a collaborative and ongoing process for improvement that aligns the functions of the system and its schools with the expectations for student learning. The system cannot demonstrate progress in improving student performance, system and school effectiveness.
Emerging	The school system is developing a collaborative and ongoing process for improvement that aligns the functions of the system and its schools with the expectations for student learning, but the plan has not been implemented. Improvement efforts are being developed, but the system cannot yet demonstrate progress in improving student performance, system and school effectiveness. New improvement efforts are not informed by the results of earlier efforts through reflection and assessment of the improvement process.
Operational	The school system implements a collaborative and ongoing process for improvement that aligns most functions of the system and its schools with the expectations for student learning. Improvement efforts are sustained and the system demonstrates progress in improving student performance, system and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.
Highly Functional	The school system fully implements a collaborative and ongoing process for improvement that aligns all functions of the system and its schools with the expectations for student learning. Improvement efforts are systemic, sustained, and fully embedded, and the system demonstrates significant progress in improving student performance, system and school effectiveness. New improvement efforts are clearly informed by the documented results of earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement.

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Stakeholder Comments - Artifacts and Evidence

Stakeholders were asked to list key artifacts or evidence to support a rating of "operational" or highly functional" on any indicator of quality.

Indicator	Artifact / Evidence
7.1	- Data posted on walls in county office - Data rooms - District plan for improvement - Cluster plans for improvement - Support system for clusters - We are consistently reviewing CIP's and QAP's - The clusters presented Cluster Plans to Henry County board members - Goals are written and strategic plans developed - Schools/departments continuous improvement plan - District profile information - Vision, mission and goals are posted, but aren't specific/easy to understand - Evaluation data on impact of interventions - Documentation of the use of data to align goals - Quarterly action plans - District websites; E Board - QAP; CIP - School improvement Plan notebook – Karen Walden provides feedback - Principals meetings - School profile - Title plan for Title I schools - School Improvement Plan process - Balanced Scorecard - Continuous Improvement plan & steps for continuous improvement plan process - SWOT analysis - Knowledge and/or awareness in agendas and minutes (board of education, school council, staff/department) - Balanced scorecard (student achievement data) - GAPSS - There is knowledge that a continuous process of improvement plan exist, however there are no specifics - Every school is on their own - Even at the county level the data information that exists is from 2006-2007; how is that data begin used within Henry County? - Monthly checklist - District and school visions - District Strategic Plan

	• District Profile Information
7.2	• School Council • Student Council • PTO's; PTO feedback • Stakeholders are engaged in the process of continuous improvement through school council • Title I Documentation • Stakeholder input was not sought for plan, therefore we are not sure if we are following the plan • CLASS keys • SACS • GAPPS • School Improvement Plan process • Leadership Teams • School Councils; School council feedback • Provides support but don't want to change • Monthly board meeting minutes posted • Comments solicited but difficult to voice comments • There are extra classes to help people who don't understand • Professional development plans • SIP • Stakeholder perception surveys • Websites; E Board • Feedback questionnaires • School Council • System professional learning involves stakeholders
7.3	• District Strategic Plan • School/Continuous Improvement Plan Process • Monitoring and adjusting CIP's • School plans for continuous improvement may be aligned with the system's vision and expectation for student learning; however, there is no uniform format for school improvement plans • Schools all have the state of the school address • Principal Checklist • Pre-evaluation templates • Plans are reviewed by Karen Walden • School Improvement Plans are aligned with the district's goals • Cluster evaluated CIP from each school • Leadership teams evaluated plans from rubric • Awareness/personal knowledge of several system/schools working a standards-based classrooms

	- Documentation of the use of data to align goals/initiatives with needs - Standards are always followed and comprehended - Evaluation data on impact of interventions - Balanced scorecard - GAPPS analysis - SIP; QAP - School professional learning plans.
7.4	- Henry County's Continuous Improvement Process - Perception Survey Data - Cluster & School Improvement Plans - AYP data - School council data - School Cluster Improvement Plans help to ensure a focus on increasing learning for all students and closing the gaps between current and expected student performance levels - Smart goals - Writing AYP goals - School Profiles - Cultural Proficiency - Faculty and staff members analyzed student data to develop CIP's - Rubric for CIP - Review by county leadership - The schools focus it - Evaluation data on impact of interventions - Balanced scorecard - Documentation of the use of data to align goals/initiatives with needs - GAPPS analysis - SIP; QAP - Website - School professionals learning plans
7.5	- Use of school personnel to implement goals - Professional development plans - No money for numerous teachers/personnel to learn - Minimal professional development opportunities - Increased use of technology - QAP - Specifically defined areas of student learning to improve research based strategies & levels of interventions - Continuous improvement plan - Professional learning minutes - PL calendar

	• Professional development opportunities throughout the school year are offered on each campus
	• Collaboration with universities
	• Webinars
	• Cohorts
	• RESA
	• Instructional lead teachers at Title I schools
	• Master practitioner teacher at all schools
	• Training from the DOE
	• System-wide professional development exists; however, there are not many opportunities to go outside for training
	• There is a need for county representatives to guide process of professional learning
	• MSP grant exist, otherwise, no opportunity
7.6	• Always review the material to ensure effectiveness and understanding
	• Balanced scorecard
	• Websites
	• Newsletters
	• Report card
	• Stakeholder perception data
	• District profile information
	• Documentation of stakeholder involvement in the development of improvement plans
	• Information not given to parents directly
	• Results are not easily accessible, nor are they easy to comprehend
	• State of the School Address
	• Balanced scorecard (board of education, school council, staff/department)
	• PTO meeting minutes
	• School council minutes
	• AYP reports are placed on websites
	• Curriculum Nights
	• School newsletters exist and communicate the results of improvement efforts to stakeholders; however this is school-based
	• We do not use longitudinal data to plot progress, we cannot even pull longitudinal data for review
7.7	• Teachers always note on students improvement
	• Meeting agenda and minutes
	• Evaluation data on impact of interventions
	• Documentation of use of data to align goals/initiatives with needs
	• Documentation of a continuous review process to monitor and adjust improvement plans CIP annually, not easily/readily accessible
	• As a county are we evaluating and documenting the effectiveness of the

	continuous process of improvement? It does not appear that we are monitoring the process. How are we evaluating the process? • Principal portfolio uploads • Review and sharing plans with parents
7.8	• Teachers always engage in meetings with both students and teachers • Professional development plan • District strategic plan • Teacher work/professional days • Evaluates data • Continuous review process to monitor & adjust improvement plan • Minutes from meetings • Evaluation data on impact of interventions • County/systemwide collaborate planning is restricted to department chairs • Professional learning • Common planning, as well as departmental data team and faculty meetings • Time that we plan together is often double booked
7.9	• Evaluation data on impact interventions • Appropriate Funding • Professional Learning Subs • Literature • Continuous plan process • Checklist • SIP notebook • There are a few coordinators to service the county • Tremendous change in county office personnel • Transition time for county office personnel to learn new positions • Lya Snell gets out to her schools • Quarterly action plans • Documentation of continuous review process to monitor and adjust plans • District profile information • Meeting agendas and minutes • Not much assistance given • GAPSS analysis review • Data requirements

Areas of Concern and Possible Solutions

Stakeholders were asked to list areas of concern and possible solutions as a result of cluster review team discussions of this standard.

- While much data is collected, there is little time to discuss results with other members and members of the school
- Teachers from other schools should have opportunities to collaborate and plan
- Professional development should be offered more money and subs
- The county does provide research based professional development; Title I schools get these trainings way before non-title schools do. The title schools also have support to help teachers and staff to fully implement the research-based practices.
- A 1 to 2 hour training after school is not sufficient to ensure the success of all students
- Planning time is rapidly reaching non-existence
- Middle learning standards don't get enough attention and extra help
- School needs to be renovated
- Healthier lunches
- Improvement plans for students
- Class for higher performing students might be useful
- As a cluster we would like to have more flexibility to make local school based decisions based on the needs to our schools population
- A much more effective job could be done to communicate to all stakeholders of how they can participate in the improvement process
- Allocating time for teacher planning
- Designate more professional learning days system wide
- Very little direction from the county on where we are trying to go and how to get there
- Try and prevent turnover of county office personnel and initiatives
- Where are we on achieving the vision on our schools? Where are the results?
- As "Players"/roles change, the visions change and confusion occurs
- The inability to go to professional learning opportunities to hear renowned speakers and learn new strategies is causing frustration in teachers and administrators as they want to learn new things but are not allowed to
- The impact of furlough days on teachers and administrative planning times has impacted students learning – half days could be a solution to this issue

Suggested Goals and Initiatives

Stakeholders were asked to list any goals or initiatives that should be considered in the development of the district's next 5-Year Continuous Improvement Plan.

- Time during school year should be protected to provide time to discuss diagnostic tests and other data
- The school focus demands further implementation from teacher resources but lacks support from district finances as well as finding alternatives to protect needed time for student achievement
- Continued stakeholders support
- More visibility of school board members and central office personnel in schools (who work in the field of education)
- Create a more results oriented process that allows for flexibility to be creative and get the required results. This type of atmosphere increases morale and employee productivity.
- The county could offer more parent education/training sessions, educational opportunities for parents within the county
- Workshops on the county level for all stakeholders to inform them of the county-wide goals
- Engage students more in the process
- Stay the course – Communicate improvement – Reinstate teacher professional learning days