



Accreditation Report

Jones County School District

Mr. Chuck W Gibson, Superintendent
125 Stewart Ave
Gray, GA 31032-5201

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School System.....	3
System's Purpose.....	5
Notable Achievements and Areas of Improvement.....	7
Additional Information	9

Self Assessment

Introduction.....	12
Purpose and Direction.....	13
Governance and Leadership.....	17
Teaching and Assessing for Learning.....	21
Resources and Support Systems.....	26
Using Results for Continuous Improvement.....	31
Report Summary.....	35

Assurances Report

AdvancED Assurances.....	37
--------------------------	----

Stakeholder Feedback Diagnostic

Introduction 40

Criteria for Assessing Stakeholder Feedback 41

Areas of Notable Achievement 42

Areas in Need of Improvement 45

Student Performance Diagnostic

Introduction 49

Assessment Scores 50

Areas of Notable Achievement 51

Areas in Need of Improvement 57

Executive Summary

Introduction

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

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

Description of the School System

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

The Jones County School System (JCSS) is located in Gray, Georgia; a small rural bedroom community with a population of 28,669 and a land area of 393.93 square miles. Jones County is located in Middle Georgia, approximately 14 miles from Macon, 20 miles from Milledgeville, and 87 miles from Atlanta, Georgia. The school system is the largest employer in the county. The majority of the residents are employed in the surrounding counties.

The community of Gray is very supportive of the many events sponsored by JCSS. The system is fortunate to have the support of the students' parents and the community members. The community enjoys a rich heritage and is proud of the success of the school system as well as the community. The district and the community have formed many partnerships and positive relationships over the past years.

JCSS personnel are assigned to the Central Office, Nutrition, Transportation, and Maintenance Departments, 4 elementary schools, 2 middle schools, 1 split-campus high school, and 1 alternative school. Of its 783 employees, the district has nearly 480 certified teachers and administrators. The teacher population includes 2 teachers with National Board Certification and 7 teachers designated as Georgia Master Teachers. More than 49% percent of teachers and administrators have master's degrees, 17% percent have specialist's degrees, and 3% percent have doctorate degrees. All teachers and paraprofessionals have maintained Highly Qualified status since the FY2011 school term.

The district serves 5525 Pre-K-12 students. Demographic statistics include an ethnic breakdown of 69.4% White, 26.7% Black, 1.2% Hispanic, .4% Asian, and 2.3% Other; 11.2% students are enrolled in Special Education Programs, locally referred to as the Program for Exceptional Children (PEC); 7.1% in Gifted Education Programs; 8.8% in the Early Intervention Program (EIP); .5% in the English Learners (EL) Program; and 49.2% qualify for free/reduced meals.

JCSS has experienced several transitions during the past five years. Mr. William C. Mathews serves as the third Superintendent since the 2009-2010 school term, holding the position for the past 3 years. JCSS has successfully completed the redistricting of the elementary and middle school zones. Elementary school redistricting occurred in August 2010 when the new elementary school, Turner Woods Elementary, was opened and middle school redistricting occurred in August 2012. The school zone changes resulted in equalization between school enrollments and school programs.

The district has worked to meet many financial challenges resulting from the lack of incoming revenue. Even with the austerity cuts, a lack of a significant local tax base, and numerous state and federal budget cuts, JCSS has managed to reduce the number of furlough days from 8 in FY2012 to 2 in FY2013. The district has not requested an increase to the millage rate of 16.0 since FY2012. As a result of community support, the district has been able to utilize funds generated by the special option sales tax (SPLOST) to build Turner Woods Elementary School, add technology updates, and make facility improvements.

JCSS follows a system Continuous Improvement Plan (CIP). This plan outlines the objectives, initiatives, action steps, and performance targets that are to guide the instructional and operational decisions for the district. Each school develops school level CIPs that incorporate the initiatives of the district and those specific to each school. The district CIP and is reviewed and revised at yearly Administrative Leadership Trainings and at monthly district Central Change Team meetings (CCT). CCT meetings include stakeholder representation from SY 2012-2013

Accreditation Report

Jones County School District

each school as well as district and school administration. The schools continue the improvement planning process through the use of their Better Seeking Teams (BST) and school Leadership Teams.

JCSS believes strongly in its purpose statement: Success for All through academic Achievement, responsible Behavior, and ethical Character. This is demonstrated by the numerous instructional opportunities, strategies, trainings, and support provided to students. Schools use the Response to Intervention (RtI) process and Student Support Teams (SST) to identify areas of need and initiate instructional strategies to address the targeted needs. The PEC program is established in all schools to provide support for those students with diagnosed learning exceptionalities. The state-mandated EIP program provides additional staff and materials in all of the elementary schools. Title I services are available to families and students in all schools with the exception of Gray Station Middle School. The Open Campus facility provides credit recovery courses for high school students.

The success of JCSS staff is also valued by the district. It is understood that JCSS has the responsibility to provide quality instruction to all students. The district ensures this commitment by hiring highly qualified teachers and paraprofessionals and offering continuous professional development to all staff. Some recent professional learning topics have included Standards Based Instruction, Learning Focused Schools, Effective Co-Teaching Strategies, Common Core Georgia Performance Standards, Instructional Technology, Data Teams, Effective Instructional Coaching, and College and Career Readiness.

JCSS understands that to achieve the goal of "Success for All" stakeholders must communicate often, evaluate effectiveness of current strategies, and revise existing plans. Through this process the system will achieve continued school improvement for the betterment of all students and stakeholders.

System's Purpose

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

The purpose statement of the Jones County School System (JCSS) is Success for All through academic Achievement, responsible Behavior, and ethical Character. The purpose is often referred to as the ABCs.

The purpose statement is an expression of the guiding principles for the district. This purpose statement sets the standard for all decisions made by the district and serves as a reference when evaluating school improvement efforts, budget expenditure decisions, use of resources, implementation and continuation of instructional initiatives, and effective day to day operations. The purpose statement reflects the district's commitment to excellence, the importance of providing for all students a physically and emotionally safe learning environment, and the value of partnerships between stakeholders.

The purpose statement is supported through several system beliefs:

- All students are unique and have the potential for unlimited growth.
- Differentiated instruction and authentic assessment meet the individualized needs for engaged learners.
- Quality education is a responsibility shared by students, staff, faculty, parents and community.
- Every student deserves a safe, clean, caring and respectful learning environment.
- High standards and expectations for all students promote rigorous learning environments.
- Community involvement is essential for successful schools.
- Students, families, teachers, and staff share in the responsibility for each child's learning.
- Engaging, collaborative, resource-rich learning environments lead to greater academic achievement.

The system's purpose is communicated to stakeholders through district communications, web pages, and news articles. School facilities keep the purpose statement visible and incorporate it in their daily routines. Stakeholder feedback is welcomed through committee participation, survey responses, and school interactions.

As part of the strategic planning process, the system's goals, guided by the purpose statement, are communicated with all stakeholders. Existing data is reviewed and performance results are examined. After the data is studied, goals are set with objectives, initiatives, funding sources, performance targets, and people responsible for ensuring that the initiatives are performed and that performance is monitored. The Continuous Improvement Plan is reviewed, evaluated, and revised throughout each school year and adjustments are made as areas of need are identified. The system and school Continuous Improvement Plans are available on the district web site for stakeholder review and feedback.

The superintendent reports the system's goals to the Board of Education during monthly meetings where goals are discussed, data is examined, and initiatives are reviewed. Student achievement remains a focus of discussions as the district strives to achieve Success for All. Board members visit each school to review the schools' Continuous Improvement Plans, speak with teachers and students, observe instructional programs and initiatives, and examine performance results and targets. Discussions are held with each school's administrative team as to the goals set for the upcoming school terms, the initiatives planned, and the needs the each school may have in meeting their goals.

Accreditation Report

Jones County School District

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

Over the past several years JCSS has placed a great deal of emphasis on analyzing student and system performance data to determine targeted areas of need for individual students, schools, and the system as a whole. This analysis leads to decisions such as program initiatives, instructional strategies, funding allocations, and personnel assignments. In Georgia, school systems have been accountable for following the mandates established under the No Child Left Behind Legislation. One of the requirements of this legislation was that all schools participate in state-mandated assessments and achieve Adequate Yearly Progress (AYP). This progress was measured by the system's results on the Criterion Referenced Competency Test (CRCT), the Georgia High School Graduation Test (GHSGT), and the high school graduation rate. After reviewing system data, JCSS determined a need to focus on increasing the high school graduation rate. System and school stakeholders discussed the possible reasons for students not achieving graduation and strategies to support students in meeting this goal. The goal of increasing the system's graduation rate was added to the Continuous Improvement Plan along with action steps and performance targets. Even though Georgia schools are no longer accountable for meeting AYP goals due to a waiver granted by the U.S. Department of Education, JCSS continues to acknowledge the need to decrease the number of student dropouts as a top priority.

JCSS, along with two other rural Georgia school districts, worked together to study the dropout rates of their high school students to determine factors that contribute to students dropping out of school and influence student success in school. They found factors influencing the risk for dropping out of school to include student engagement in the education process, student's history of academic struggles, student's social background, and the school's ability to build interpersonal relationships between students and adults.

JCSS studied the demographics and characteristics of students that had recently dropped out of school in an effort to identify potential dropouts. To better meet the needs of the students in risk of dropping out and to improve the system graduation rate, the system applied for and received two grants. A five-year grant entitled GEAR: Gateway to Educational Achievement and Reengagement was awarded to the system by the U.S. Department of Education. This High School Graduation Initiative (HSGI) grant focuses on two areas of interventions to keep students in school and meet graduation requirements: school-wide interventions including rigorous instruction and personalized learning environments and student targeted interventions including social and behavior programs and academic support. One component of the GEAR grant that has proven to be effective is the operation of the Open Campus where students that have dropped out from school may re-enroll in credit recovery programs and successfully graduate.

JCSS was also awarded an Elementary and Secondary School Counseling (ESSC) three-year grant from the U.S. Department of Education. The PILLARS grant (Promoting Independent Life-Long Achievement via Resources and Support) targets the support services available for students in grades 6-9. PILLARS initiatives have included the implementation of Safe School Ambassadors, a student-led behavior management program, the expansion of the Teachers as Advisors program which provides small group attention and counseling, and increase the connection with external support providers.

As a result of the acquisition of the GEARS and PILARS grants, JCSS hired 9 staff members including a High School Graduation Initiative Project Director, Dropout Prevention Coordinator, Performance Learning Academy Director, Middle School Graduation Coach, High School Graduation Coach, High School Reading Specialist, School Social Worker, School Counselor, and School Psychologist. These staff members focus on many areas including the needs of at-risk students, transitions between school levels, classroom instruction, parental involvement, and partnerships with community support organizations.

When JCSS chose to focus on student dropout rates, the entire school system joined together to take ownership of the problem at all school levels. Leadership teams and departments began to meet together to address this issue. The group became known as Graduation Matters which includes district level administrators, school administrative teams, Instructional Coaches, Response to Intervention committee members, Counselors, Media Specialists, GEARS and PILLARS staff, and support personnel. This group identifies action steps to improve student success and understands that all stakeholders must be informed of the effectiveness of initiatives and programs.

JCSS has experienced academic gains as a result of these initiatives and plans to continue to support programs that assist students as they reach their goal of high school graduation. The CIP focuses on strategies that promote growth at all levels, provide remediation for at-risk students, and enrich those students exceeding at their levels. JCSS values the partnerships established with parents and community providers. The district understands that these relationships support student success. JCSS recognizes the need to investigate funding resources to allow for the continuation of the initiatives implemented through the acquisition of the GEARS and PILLARS grants and will dedicate efforts toward achieving this goal.

Additional Information

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

The Jones County Board of Education (JCBOE) is committed to the success of the school district. JCBOE members earn beyond the required training hours by participating in courses offered by the Georgia School Board Association. These trainings have addressed topics such as student achievement, school law, local school board governance, effective communication, policy updates, and best practices in board leadership. Through open meetings, JCBOE reports to the community the information gained from conferences and courses attended. The Board understands the importance of its partnership with community organization. Board members frequently attend local community development and County Commissioner meetings and hosts legislative informational breakfast meetings with legislators, representatives, and local community leaders in attendance. JCBOE effectively utilizes the E-board web-based tool to communicate with stakeholders. On this site, meeting agendas and minutes are posted and policies are listed for public viewing. JCBOE members are often involved in school events and activities. Through this participation they observe school and program operations.

As with school districts across the state of Georgia and the nation, JCSS has been faced with many financial challenges. The lack of large industry and the decline in local property values has resulted in a decrease in available school funding. This is compounded by a decline in state support of education funding. The amount of operating funds received by the district over the past 5 years has declined by approximately 20 million dollars. The struggling economy led to the need for several difficult decisions that would allow the system to continue to be financially solvent. In FY 2009 the system did not have furlough days, but the lack of funding was addressed through staff attrition and the elimination of teaching positions. Furlough days were utilized in FY2010, with Central Office employees receiving 5 days and all other staff receiving 3 days. JCSS has continued to use furlough days to offset the reduction in revenue with 6 days in FY2011, 8 days in FY2012, and 2 days in FY2013. Through the solicitation of alternate funding sources such as grant awards and SPLOST revenues, the system has been able to maintain operation without eliminating school programs. JCSS understands the urgency in continuing to acquire funds from outside sources as the revenues to be received in upcoming years is not determined.

Even with the reduction in state and federal funds, JCSS has been able to increase the technology resources available in schools. SPLOST funds, revenue generated through E-Rate, and targeted use of Title I allotments have funded the installation of wireless capabilities in school facilities, increased the number of computer labs available for student use, purchased iPads and portable iPad stations, provided assistive technology devices for special needs students and increased the number of classrooms with Smart Boards. Instructional computer programs are purchased for school use to address specific instructional needs. Program licenses are purchased based on identified student needs. The district recognizes that technology is continually improving and updates must be made regularly. This is the case with the existing wireless internet bandwidth. JCSS will continue to address this need to ensure the effective use of technology as an instructional tool.

JCSS has worked diligently toward hiring and retaining instructional staff that meets the qualifications for Highly Qualified (HiQ) as defined by the Professional Standards Commission. The district has achieved system HiQ status with 100% of teachers, administrators, and paraprofessionals being HiQ. JCSS certified staff holds various levels of teaching experience. The years of teaching experience are as follows: 8.9% with 0 to 5 years experience, 33.1 % with 6 to 14 years experience, 25.6% with 15 to 20 years experience, and 32.4% with more than 21 years of experience.

Self Assessment

Introduction

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

Purpose and Direction

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

Overall Rating: 3.0

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

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	System policies and procedures outline the expectations for schools regarding a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success. System personnel monitor and maintain data about each school and provide feedback for the improvement of the implementation of the process to school personnel.	<ul style="list-style-type: none"> •Survey results •Agendas and/or minutes that reference a commitment to the components of the schools' purpose statements •Written District Quality Assurance Review procedures and documents that monitor schools' adherence to the district purpose and direction and that of the school •Examples of written stakeholder communications or marketing materials that portray the school purpose and direction 	Level 3

Accreditation Report

Jones County School District

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. System leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •District Quality Assurance Review plans that document two-way communication on district and school effectiveness and learning, thinking, and life skills •Examples of schools' continuous improvement plans •Survey results •Statements or documents about ethical and professional practices •Statements of shared values and beliefs about teaching and learning •The district strategic plan 	Level 3

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

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

In Spring 2012, a formal process was established for the Jones County School System (JCSS) to review, revise, and communicate a system-wide purpose for student success. A committee of system and school administrators decided that one district-wide purpose statement would best express the goals, values, and direction of the school system. The committee created and discussed different purpose statements and SY 2012-2013

Accreditation Report

Jones County School District

decided upon four options, which were shared with schools' Better Seeking Teams. The four options were then placed on a survey for stakeholder input. JCSS collected 386 responses from students, parents, faculty, staff, and community members. Of those who completed the survey, 47.4% chose Success for All through academic Achievement, responsible Behavior, and ethical Character as the district's new purpose statement. This purpose statement clearly focuses on nurturing a culture of student success.

Each school adopted the district purpose statement as its own, believing that it applies to all students in the system. JCSS ensured that each school was engaged in the process when system and school administrators worked together to propose purpose statements for stakeholder approval and discussed the statements with schools' Better Seeking Teams prior to administering the stakeholder survey. The purpose statement is communicated in a variety of ways at the school level. Each school has the purpose statement on signage or posters placed in the building or on campus grounds. The statement is imprinted on Student Handbooks, and some schools broadcast the statement during morning announcements. Many of the Back-to-School letters that were published in the newspaper included the purpose statement as well. Additional methods of communication are being considered, such as including the purpose statement on the signature lines of e-mails and partnering with local businesses to display the statement on their marquees during the year.

It is clear that our faculty believe that every child can achieve success. In addition to the purpose statement, shared values and beliefs are communicated through faculty meetings and ongoing discussions. At the beginning of each year, the Professional Standards Commission (PSC) presents a session on professional ethics for JCSS office personnel and new teachers. Principals redeliver the session to their faculties during pre-planning and reiterate expectations throughout the year.

JCSS is committed to providing challenging educational programs for all students. Instruction is aligned to the Georgia Performance Standards (GPS) and/or Common Core State Standards (CCGPS). These standards provide clear expectations for instruction, assessment, and student work and identify skills students will need for college and careers. Because all JCSS schools use GPS and CCGPS, all students are expected to meet performance expectations across the curriculum. One hundred percent of Jones County educators are highly qualified in the subjects they teach. Other programs are in place to ensure achievement, including initiatives through GEARS/PILLARS grants and Graduation Matters, a collaborative effort among District Administrators, Instructional Coaches, Media Specialists, Counselors, Assistant Principals, and the District RtI team. JCSS also provides time for collaborative meetings among middle school educators from both campuses. To ensure that teachers continue to meet the needs of their students, quality professional development is offered on- and off-campus. Through CLASS Keys, each teacher self-assesses and completes an individualized professional growth plan. Administrators and Instructional Coaches regularly conduct classroom walkthroughs to support teachers as they implement improvement efforts. Feedback from these informal observations is available to teachers digitally through Observation 360. PD360, an online professional development program, is used to strengthen instruction and enhance creativity and student achievement.

JCSS maintains and communicates a district-wide Continuous Improvement Plan (CIP), and each school is required to develop an evolving (CIP). School Better Seeking Team (BST) members develop, review, and monitor CIPs. BST members share the CIP with all other faculty members, who also participate in the plan's review and revision. As part of the process, faculty collect and analyze data using Data Director, Infinite Campus, and the Statewide Longitudinal Data System programs to determine improvement priorities, define goals, and continuously measure progress toward achieving those goals. In an effort to reach all stakeholders, schools share their improvement plans with school council members, and JCSS publishes the district and school CIPs on the district website for stakeholder review and input. While the district provides the CIPs online for stakeholder viewing, a formal process is not in place to encourage more participation of community stakeholders. JCSS could communicate with stakeholders through targeted mailings, newsletters, and notices in the newspapers to increase stakeholder participation.

JCSS regularly administers instructional assessments, such as benchmark exams, pre- and post-tests, and semester exams, at least quarterly to monitor student growth and achievement. Teachers analyze the student data to determine whether targeted learning goals were

Accreditation Report

Jones County School District

met. Information is shared with school leaders and other teachers during content and grade-level collaborative planning. Teachers can adjust instruction to ensure equitable learning experiences for all students. Schools progress monitor students who are being served through the Program for Exceptional Children or Response to Intervention.

Governance and Leadership

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

Overall Rating: 3.0

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

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

Accreditation Report

Jones County School District

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of system and school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the system and its schools. The governing body maintains a clear distinction between its roles and responsibilities and those of system and school leadership.	<ul style="list-style-type: none"> •Communications regarding governing authority actions •District strategic plan •Examples of school improvement plans •Roles and responsibilities of school leadership •Roles and responsibilities of district leadership •Social media •Survey results regarding functions of the governing authority and operations of the district •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Agendas and minutes of meetings 	Level 4

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

Accreditation Report

Jones County School District

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

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice throughout the system and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice throughout the system and improve student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Job specific criteria•Supervision and evaluation documents with criteria for improving professional practice throughout the system and student success noted•Representative supervision and evaluation reports	Level 3

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

Policies and practices of the Jones County Board of Education (JCBOE) clearly support the organization's purpose with efficient management of the organization. The Jones County School System (JCSS) purpose statement, "Success for All through academic Achievement, responsible Behavior, and ethical Character", is visibly supported and promoted throughout the county. JCBOE and JCSS support the county's purpose, direction, and effective operation through the JCSS Continuous Improvement Plan (CIP), Jones County Balanced Score Card (BSC), JCSS Safety plan, Program for Exceptional Children (PEC) guidelines, Title I Parent Involvement Handbook, and Leadership Evaluations. JCSS adheres to strict accounting procedures outlined in the JCSS Accounting Manual. JCBOE and JCSS administration also monitor effective instruction and assessment that produce equitable and challenging learning experiences for all students by means of CLASS Keys, walkthroughs, data walks, JCBOE visits and Benchmark Assessments.

Processes to evaluate decisions and actions in order to ensure they are in accordance with the Professional Standards Commission (PSC)

Accreditation Report

Jones County School District

Code of Ethics, and Conflict of Interest Statement are utilized by both JCBOE and JCSS. The roles and responsibilities of all staff members are based on Federal, State, and County guidelines. Detailed information is provided on the JCSS website, JCBOE website, and disseminated to schools for student and staff handbooks. JCSS requires professional growth of all staff by utilizing the PDEExpress management tool for documenting the completion of in-county professional learning and out-of-district activities. JCBOE is innovative with its use of technology and has received national recognition for their accomplishments. Agendas, full-text policies, meeting minutes, proposed notices and JCBOE member contact information are included on the website.

JCBOE protects, supports and respects the autonomy of system and school leadership. JCBOE agendas and minutes are available on the JCBOE website. Information is shared with stakeholders via websites, emails, newsletters and social media. JCSS creates a district-wide Continuous Improvement Plan (CIP), which guides the development of school-level plans. The Board trust school leaders to accomplish goals for achievement and instruction and to manage day-to-day operations of the system and its schools. CIP and BSC are utilized to develop district and school level professional learning plans. School Councils, BST meetings, Graduation Matters, Central Change Team (CCT) and Leadership meetings are held throughout the year to meet goals for achievement and instruction. A clear distinction exists between the JCBOE and JCSS leadership, as is demonstrated through published roles and responsibilities, and communications regarding JCBOE actions.

JCSS leadership and staff members align their decisions and actions toward continuous improvement to achieve the system's purpose. Through shared leadership and collaboration, decisions are made that encourage and support all personnel and students to maintain high standards and promote student efficacy, while encouraging innovation, collaboration, and rigorous professional growth. Executive Cabinet, JCBOE, Principals, CCT, Transportation, Maintenance, Nutrition, Graduation Matters, and BST meetings are regularly scheduled to encourage collaboration, shared decision making and to disseminate information among stakeholders. Procedure handbooks for PEC, Rtl, and 504 were revised in FY2012 to provide consistency among schools. JCSS and JCBOE have continued their commitment and dedication to achieving "Success for All" through strategic funding and careful hiring at all levels. Instructional and Graduation Coaches, PEC personnel, grant-funded personnel, Title I and paraprofessionals are necessary additions to school success. School councils, community-wide events, and school sponsored events allow stakeholders opportunities to collaborate effectively, ensuring a sense of ownership and community.

JCBOE and JCSS leaders communicate effectively with stakeholders and representatives from various groups. Stakeholder communication indicates that a strong sense of community and ownership is evident in Jones County. School Council members receive annual training and meet quarterly, providing active stakeholder participation in school governance. Internet and paper surveys are administered throughout the year to stakeholders as another method to elicit participation and support. More emphasis is being placed on rates of survey participation to ensure increased representation.

The primary focus in Jones County is improving professional practice in all areas to ensure student success. Throughout JCSS, supervision and evaluation processes are consistently implemented, via class walkthroughs, CLASS Keys, Observation 360, and other evaluation systems. All administrative, instructional and classified personnel are evaluated annually. Professional practices are adjusted, based upon evaluation results, to improve student learning and district efficiency. JCBOE also conducts an annual self-evaluation of their performance, and an evaluation of the Superintendent of Schools.

Teaching and Assessing for Learning

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

Overall Rating: 2.67

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

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, system and school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •Common assessments •Standards-based report cards 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers in most schools sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs 	Level 2

Accreditation Report

Jones County School District

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

Indicator	Statement or Question	Response	Evidence	Rating
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	Some system staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels, content areas, and other system divisions. Staff members promote discussion about student learning and the conditions that support student learning. Learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among system personnel. System personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the system's instructional process in support of student learning.	Most teachers in the system use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	Some system personnel are engaged in mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for system personnel.	<ul style="list-style-type: none"> •Descriptions and schedules of mentoring, coaching, and induction programs with references to district and school beliefs and values about teaching and learning 	Level 2

Accreditation Report

Jones County School District

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. System and school personnel regularly inform families of their children's learning process.	<ul style="list-style-type: none"> •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process 	Level 3

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

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

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

Accreditation Report

Jones County School District

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	System and school personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). System and school personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none">•List of learning support services and student population served by such services•Training and professional learning related to research on unique characteristics of learning•Data used to identify unique learning needs of students	Level 3

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

The Jones County School System (JCSS) ensures that the alignment and articulation of curriculum, instructional strategies, and assessments support the expectations for student learning through multiple protocols and practices. This is measured through evaluation of the JCSS Continuous Improvement Plan (CIP) goals. Data is consistently analyzed and used to provide support for areas of need and for making instructional and staffing decisions.

The system and all of its schools invite families to participate in their children's education through the use of district and school websites, course syllabi, Open Houses, Parent University, parent workshops, newsletters, parent centers, academic nights, calendars, and email.

JCSS has equitable and challenging programs and strategies that support the learning of all students. Struggling students are provided interventions through the Response to Intervention (RtI) and Student Support Team processes. Special Education services are provided to qualifying students through co-teaching, resource, and self-contained models. All schools offer after school or Saturday tutoring. English Learners (EL) are served in the general education setting with language support provided through the use of WIDA standards and Can Do Descriptors. Elementary students attend a pullout gifted instruction class one day per week. Middle school gifted students are served through an advanced content model. The high school gifted model includes Pre-Advanced Placement, Advanced Placement, and Joint Enrollment.

System and school leaders use CLASS Keys, focused walkthroughs, lesson plan reviews, and GAPSS reports to monitor and support the improvement of instructional practices. As a result, teachers receive frequent performance feedback and support from Instructional Coaches.

Adults serve as student advocates in all schools. Programs such as Tribes, ASPIRE, and STAR in grades 1-5, Teachers-As-Advisors in grades 6-12, and looping of counselors and administrators in grades 9-12 ensure that adults and students have opportunities to build strong relationships over extended periods of time. These programs guide adults in their understanding of student needs. Program implementation strengthens the learning skills, thinking skills, and life skills of students at all levels.

All staff members participate in professional learning that is aligned to the system's purpose and direction. Professional learning experiences are tracked and evaluated through PDEExpress. Instructional coaches, curriculum and technology staff, and outside consultants provide professional learning opportunities. Staff members also benefit from attending conferences and online presentations and serving on state level committees.

Coordinated support services meet the learning needs of students. Data is used to identify unique needs of students at all levels of proficiency. Great emphasis is placed on dropout recovery and credit recovery through the Jones County Evening School. This opportunity

is made available to students who require flexibility in scheduling and an individually designed curriculum to help them earn their high school diploma.

Grading and reporting in elementary schools and the high school are based on clearly defined criteria that represent student learning, content knowledge, and skill attainment. Stakeholders are aware of the policies, processes, and procedures through handbooks, newsletters, and websites. The two middle schools have informal practices in place and are aware of the need to develop a formal written policy.

New personnel participate in school level mentoring and coaching programs. All teachers receive support from instructional coaches, counselors, and administrators.

Teachers use engaging instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Flexible grouping, collaborative student learning, work stations, project based learning, and formative assessments are in place in many classrooms; however, consistency is needed to ensure that all teachers are working to engage students throughout the learning process. Lesson plans, administrative monitoring of high-impact instructional strategies, and professional learning tailored to specific teacher needs are strategies for improvement.

Many staff members participate in school and district collaborative learning communities. There is a lack of vertical collaboration throughout grades K-12. Teachers at each school are currently implementing the Data Teams framework and common formative assessments with the goal of linking collaboration to improved student performance.

Standards-based instruction (SBI) is an area in need of improvement for JCSS. Recent GAPSS visit reports indicate that most teachers in the system used an instructional process that informs students of learning expectations, standards of performance, and essential questions. Exemplars were sometimes posted in classrooms to guide and inform students of specific learning expectations. Some teachers effectively provided feedback and commentary for students throughout the learning process. Most teachers used formative assessments and universal screeners to drive instruction. System personnel provide professional learning and guidance through CLASS Keys and Professional Growth Plans in an effort to support teachers as they implement SBI.

Resources and Support Systems

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

Overall Rating: 3.0

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

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

Accreditation Report

Jones County School District

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

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

Accreditation Report

Jones County School District

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

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	The system provides a modern, fully functional technology infrastructure, modern, updated equipment, and a qualified technical support staff to meet the teaching, learning, and operational needs of all stakeholders throughout the system. System and school personnel collect data concerning needs and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.	<ul style="list-style-type: none"> •Brief description of technology or web-based platforms that support the education delivery model •Policies relative to technology use at the district-level and school-level •Survey results •District technology plan and budget to improve technology services and infrastructure for the district-level and school-level •District quality control procedures that monitor the effectiveness of technology services at the district-level and school-level •Assessments to inform development of district and school technology plans •Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness 	Level 3

Accreditation Report

Jones County School District

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	The system has designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Survey results •Schedule of family services, e.g., parent classes, survival skills •Examples of improvements made to education program and delivery models based on results of program effectiveness evaluations •Social classes and services, e.g., bullying, character education •List of support services available to students 	Level 3

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

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

The Jones County School System (JCSS) has established policies and procedures for recruiting, hiring, and retaining highly qualified (HiQ) faculty and staff. Administration reviews Certified/Classified Personnel Information Reports annually with the Personnel Director and Chief Financial Officer. Principals complete annual surveys to help determine personnel needs. The number of personnel needed is determined using class size projections. The Personnel Director screens all applications. Administrators select applicants and lead interviews at the school level. Department representatives participate in the interview process. The Superintendent meets with each new certified employee. Substitute teachers are interviewed at the county level by a team of administrators. HiQ status is checked annually for all certified and classified staff. A job description and evaluation procedure manual is available.

Continuous Improvement Plans (CIP) help to guide the purpose and direction of the system. Instructional time is valued. This is evidenced through schedules, lesson plans, and walkthroughs. District level administrators support the value of instructional time by encouraging job-

embedded professional learning. The Board of Education and the Superintendent work collaboratively to allot fiscal resources to schools ensuring equitable services for all students. School BSTs verify that budgets are aligned with CIP initiatives.

The CIP addresses safety and maintenance of facilities. Schools and food service facilities are inspected using cleanliness and safety guidelines. The system safety committee is chaired by the System Safety Coordinator and is comprised of school stakeholders. This committee meets monthly to discuss safety concerns, measures and needs. These stakeholders cascade information to school safety committees. Custodial inspections occur quarterly to ensure cleanliness standards are met and that custodial supplies are inventoried and stored appropriately. Student handbooks detail appropriate facility use and acceptable use policies. Twenty-three staff members attended Cybersafety training in Fall 2012 and will be implementing student awareness activities. Bus safety is emphasized through training and practice drills. School safety plans are evaluated by the Georgia Emergency Management Agency.

JCSS has a strategic five-year facilities plan for budgeting the development of facilities. Buildings are updated to accommodate evolving classroom environments, new technology demands, and growing class sizes. Quality control is maintained through ongoing physical inspections of the facilities and SchoolDude, an online management program.

JCSS provides information resources to support the educational program. The media specialists collaborate with district administrators to identify needs and improve media services. JCSS has a media circulation system to monitor use. Surveys are used to identify strengths and weaknesses of our programs. The handbook, technology plan, and CIP inform stakeholders of available information resources. The network server supports a variety of programs including: Safari Montage, School Center, and Read 180. Outside consultants and agencies assist us in the areas of instructional technology and effective use of information resources.

The JCSS Technology Plan addresses infrastructure and equipment needs. It was created with input from stakeholders. Network hardware has been upgraded to Layer 3 Gigabit Switches. The WAN has been upgraded to Gigabit Fiber. Wired network access has increased, and we have installed a secure wireless network in all schools. Computer hardware is upgraded. Additional bandwidth will continue to be provided, as demands increase. Technicians attend ongoing training and conferences to stay abreast of technology advances. SMART Technology products are pervasive in our system and training is provided. Technician response time is monitored through TroubleTrakkerPRO. JCSS has made admirable advancements in providing technology tools for instruction.

JCSS has been awarded grants to support student needs. GEARS and PILLARS provide social, emotional, and financial interventions for students and families. JCSS is a member of the Local Interagency and Operation Early Intervention programs. The middle schools and the 9th grade campus are participating in the Safe School Ambassadors Program where students are trained to intervene and report acts of bullying and misbehavior. Students with Disabilities (SWD) are able to participate in ASPIRE, which are student-led IEPs. GEARS and PILLARS require careful monitoring and reporting due to their federal grant status. JCSS does not evaluate and monitor other programs as diligently, and this is an area of needed improvement.

JCSS has established clear policies and procedures for addressing student needs. The following manuals and referral processes have been created with stakeholder input: Rtl, Special Education, 504, Hospital Homebound, Nursing Support, Counseling Referrals, English Learner Guidance, and the Least Restricted Environment Project. All students take part in career planning activities through the counseling program and GACollege411. Supports are monitored through observations, data check points, surveys, checklists and data reviews. JCSS has a wide variety of student supports to enhance learning for students, ensuring Success for All.

Using Results for Continuous Improvement

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

Overall Rating: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	System and school personnel maintain and use a comprehensive assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance. The comprehensive assessment system ensures consistent measurement across classrooms, courses, educational programs and system divisions. Most assessments are proven reliable and bias free. The comprehensive assessment system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local or school assessments on student learning and school performance •Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness •Evidence that assessments are reliable and bias free 	Level 3

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

Accreditation Report

Jones County School District

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none">•Professional learning schedule specific to the use of data•Documentation of attendance and training related to data use•Survey results•Training materials specific to the evaluation, interpretation, and use of data	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate improvement, and system and school personnel systematically use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Policies and procedures specific to data use and training•Student surveys•Agendas, minutes of meetings related to analysis of data•Description of process for analyzing data to determine verifiable improvement in student learning•Evidence of student readiness for the next level•Evidence of student growth	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	System and school leaders monitor comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Leaders regularly communicate results using multiple delivery methods and to all stakeholder groups.	<ul style="list-style-type: none">•Minutes of meetings regarding achievement of student learning goals•Survey results•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals•Executive summaries of student learning reports to stakeholder groups	Level 3

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

Accreditation Report

Jones County School District

The Jones County School System (JCSS) monitors and evaluates student learning data using a variety of assessments and instruments. System and school personnel use computerized programs such as the Georgia Online Assessment System, STAR Reading/Math, USA Test Prep, Data Director, and Statewide Longitudinal Data System to collect, disaggregate and analyze data in order to identify measurable performance goals and make decisions which affect the system Continuous Improvement Plan (CIP). Trend data is collected from multiple assessment sources, including: High School Graduation Tests, End of Course Tests, End of Pathway Assessments, Georgia Writing exams, Georgia Criterion-Referenced Competency Tests, Georgia Kindergarten Inventory of Developing Skills, SAT, PSAT, local benchmark tests, universal screeners, and community/stakeholder surveys. System level personnel use this trend data to identify and target objectives within schools and across the system to show opportunities for improvement and ensure system effectiveness. Professional learning is designed to support implementation of identified action steps within each CIP. System and school results are compared with regional, state, and national averages to determine areas of concern for the system, school, teacher and student populations. Locally created formative assessments are issued in all grade levels to provide stakeholders with a measure of progress toward mastery of the CCGPS.

Systemwide and schoolwide assessment results are analyzed and used to monitor student learning, district and school effectiveness, and district and school CIPs. Student achievement data is analyzed at the district and school levels, and results are reported to stakeholders through the local newspaper, district and school websites, faculty meetings, and board of education meetings. Results are also shared and stakeholder feedback is solicited at meetings of School Councils, Career Technical and Agricultural Education Advisory Boards, PTO, and Parent Advisory Teams. Each school maintains a data room to display multiple types of data related to school effectiveness, student learning, and progress on school improvement goals. Data rooms are open to stakeholders and stakeholder meetings are often held in these areas.

The system utilizes the web-based programs PD360 and Observation 360 to assist administrators with professional development design and classroom observation. A combination of these tools along with current Georgia Assessment of Progress toward State Standards (GAPSS) reports allows system personnel the opportunity to review and receive feedback. Annual JCBOE stakeholder visits, monthly administrative meetings, and curriculum department leadership promote consistency across schools and grade levels.

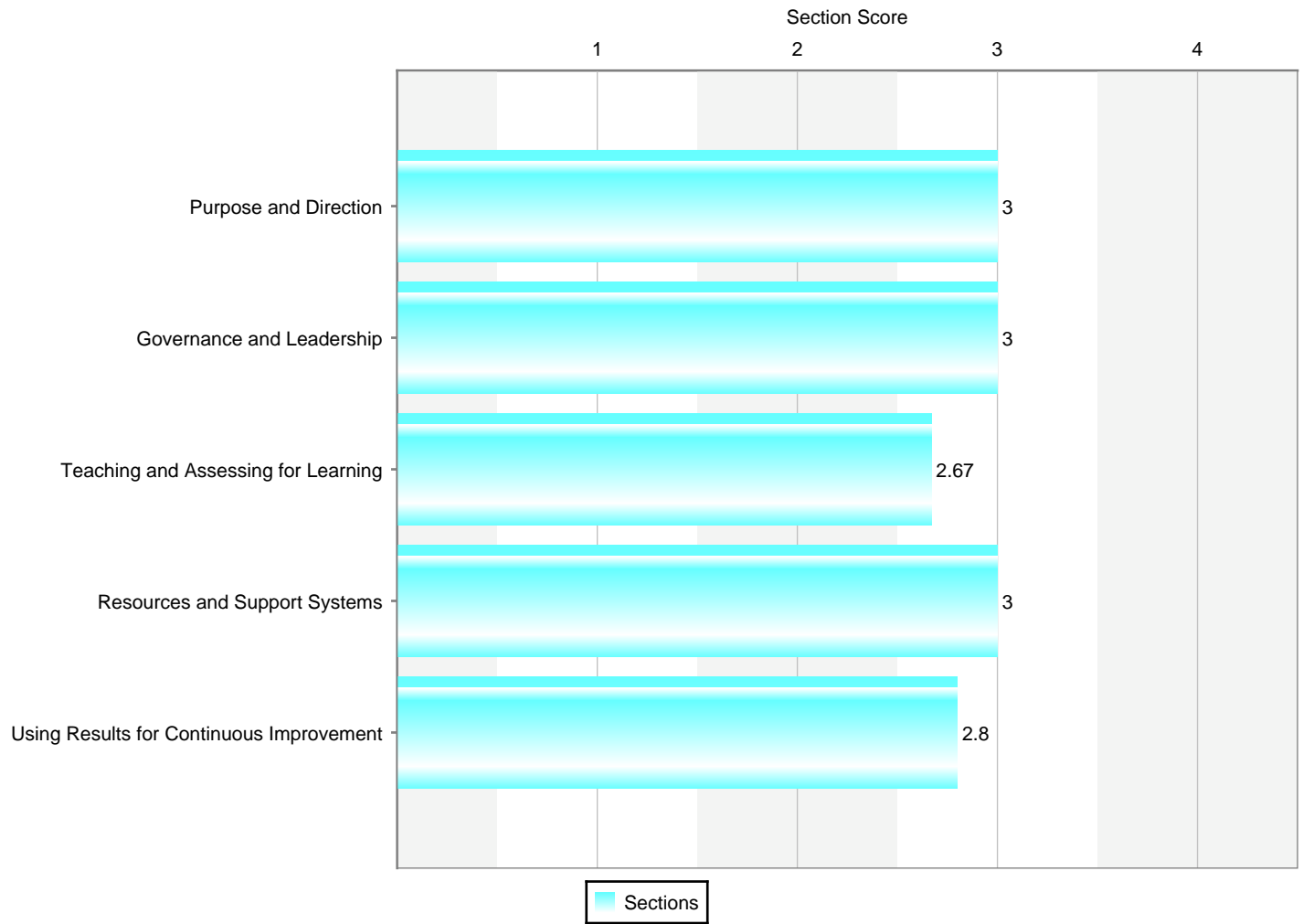
Each system level administrator provides support and assistance in monitoring progress toward CIP targets by serving as a member of a school BST. Board members and system level leaders visit schools annually to observe student learning and collaborate with school administrative teams to address identified needs.

JCSS personnel have identified a need for data analysis training. To address this, JCSS began investigating professional learning options. In May 2012, two district leaders attended a Data Teams seminar presented by the Leadership and Learning Center. The district then chose to provide Data Teams training to all schools. JCSS contracted with The Leadership and Learning Center to provide in-depth training of this Six-Step Data Team s Meeting Process. All school principals and district leaders received training in July 2012. Schools sent representative teams plus all Instructional Coaches to Data Teams training in October 2012. Since then, these representatives have been working to implement the Data Teams process for analyzing student data at each school. Principals have reported school level progress at monthly Principals' meetings. The system will need to provide follow-up training to ensure that necessary support is available as school data teams delve deeper into the process. Through the implementation and consistent use of data teams, JCSS will empower educators to improve teaching, learning, and leadership.

Another area of growth for JCSS is refining procedures to determine verifiable growth in student learning, readiness for, and success at the next level. Developing a common format for each school's balanced scorecard to reflect the College and Career Ready Performance Index (CCRPI) will lead to greater consistency in evaluation of student learning and initiatives implemented to improve instruction.

Report Summary

Scores By Section



Assurances Report

AdvancED Assurances

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

Accreditation Report

Jones County School District

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

Stakeholder Feedback Diagnostic

Introduction

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

Criteria for Assessing Stakeholder Feedback

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

Areas of Notable Achievement

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

1. Early Elementary students believe that their schools have books for them to read.

Each school has a media center, managed by a certified Library Media Specialist and media paraprofessional. These Media Specialists use a variety of resources to secure quality materials to meet the needs of their students. Annual book fair events generate supplemental funds to purchase titles from the fair. Media Specialists collaborate during monthly Graduation Matters meetings to make recommendations about purchases. Each Media Specialist chairs a school-level media committee that includes teacher and parent representatives. This committee reviews purchase orders and approves materials added to the media center. Media Specialists subscribe to the Georgia Media list serve group hosted by the Georgia Department of Education. This list serve provides media specialists with a communication tool that allows them to seek guidance from other media specialists throughout the state. Every Jones County school participates in local and regional Helen Ruffin Reading Bowl competitions, and several school teams have gone on to compete at the district and state levels. The Accelerated Reader (AR) program is an incentive program used in all elementary and middle schools to encourage students to read regularly.

2. Elementary students appreciate that their schools have computers to help them learn.

New technology devices added to JCSS elementary schools this year include:

- 288 iPads - 16GB with Wi-Fi
- 3 Eight Module Laptop Security Carts
- 12 Powersync Carts for iPads
- 50 iTunes Gift Cards for the purchase of iPad apps
- 2 Macbook Air 11.6 - 64GB Flash HD
- 1 Laser Jet Pro Printer
- 4 SMART Response Systems
- 2 Dell Laptops
- 1 Dell Netbook
- 1 iPod Touch
- 1 Wireless Mouse
- 1 HP Desktop Printer
- 1 Small REDCAT Sound Panel voice projection tool
- 1 Large REDCAT Sound Panel voice projection tool

3. Middle and High School students strongly support multiple areas of teaching and assessing for learning. They believe that their schools give students multiple assessments such as tests, projects, presentations, and portfolios to check for student understanding of what has been taught.

Middle and High School students recognize that teachers use a variety of teaching methods and learning activities to help students develop needed skills, and that their teachers change their teaching to meet individual learning needs.

Accreditation Report

Jones County School District

Teachers have actively participated in trainings that have helped build skills in creating a variety of assessment tools and teaching methods. Some examples of training include Response to Intervention (Rtl), Standards-Based Instruction training provided through Middle GA RESA, Common Core Georgia Performance Standards (CCGPS) face-to-face trainings and state-created webinars, use and implementation of instructional technology, and a variety of professional learning guided by Instructional Coaches at each elementary and middle school. Teachers at all schools have digital tools to aid in their instruction. Subscriptions to the Common Core Curriculum Maps online tool were purchased for every teacher of English Language Arts. All teachers have access to the state-provided Online Assessment System (OAS), Data Director data analysis program, and Assess To Know test item bank.

4. Staff members recognize that their schools have purpose statements that are clearly focused on student success.

Staff members also believe that their schools have a continuous improvement process based on data, goals, actions, and measures for growth.

All JCSS schools have adopted the district purpose statement and made it their own through prominent displays and communication. Staff members base their decisions on the concept of Success for All as they utilize the Georgia Leadership Institute for School Improvement (GLISI) model of continuous planning improvement process. Each spring, the JCSS Executive Cabinet meets together to revise the system Continuous Improvement Plan (CIP) based on progress with current goals. Plans for CIP revision are shared with the system leadership team at an early summer leadership academy. The Executive Cabinet takes suggestions from the system leadership team and revises the CIP over the following weeks. District Central Change Team (CCT) members receive the updated CIP during a late summer CCT meeting and work session. CCT representatives from each school take the system CIP back to their school Better Seeking Teams (BST). Each school BST compares district CIP goals with their own school CIP initiatives and then makes decisions about needed revisions. BST members discuss the school CIP revisions with the faculty and staff members that they represent. Faculty and staff members are encouraged to give feedback to their BST representatives to take back to the next BST meeting. At the next meeting, BST members share the collected feedback and make CIP revisions. The updated school CIP is presented to staff, parent, student, and community stakeholders. Each school submits their CIP to the district office and all system and school CIPs are posted on the district website for access by all stakeholders.

5. Parents are confident that students are safe in our schools, and that the facilities support student learning.

JCSS has a formal safety plan that is frequently reviewed and revised. The district safety committee is comprised of the system safety coordinator and school level representatives. A representative from the Georgia Emergency Management Agency (GEMA) advises the committee. The district safety committee meets monthly to participate in safety trainings. Schools conduct safety drills and submit drill report information to the Georgia Office of Insurance and Fire Safety Commissioner. JCSS has two available School Resource Officers.

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

1. All stakeholders agree that Jones County Schools have a strong purpose that is focused on student success.

Recent GAPSS study results show that all schools in the district make opportunities to celebrate student achievements. Honors events, newspaper articles, and regularly published Graduation Matters newspaper inserts are some examples of methods used to recognize students' dedication and success.

2. Stakeholders recognize that there is a structured plan in place for promoting and monitoring improvement.

The CIP is the ultimate guide for district and school improvement. CIP initiatives and goals are strategically selected based on their potential impact on student achievement. District CCT members and school BST members review the progress made toward these goals during monthly meetings. For several years, one day of pre-planning was used specifically for data analysis. Teachers worked in collaborative groups to analyze student assessment data from the previous year. The purpose was to determine specific standards and skills that indicate a need for increased emphasis. Teachers used this information as they developed instructional calendars throughout the year. This team approach to data analysis led to the initiation of Data Teams training for the district.

The Response to Intervention (RtI) multi-step approach to meeting the needs of struggling learners is another example of how JCSS plans, implements, monitors, and evaluates student achievement. The JCSS district RtI team has worked diligently over the last five years to increase the organization and effectiveness of the RtI program. Their work has resulted in the compilation of a district RtI handbook. The handbook defines each tier of the program along with the transitional periods between each of the tiers. Authentic resources included in the handbook provide schools with uniform documentation tools, which aid in communication between schools.

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

Media Specialists collect and report circulation data by participating in the GaDOE Annual State Library Feedback Survey. Survey results indicate a high rate of student use of the system's Media Centers.

All teachers and paraprofessionals completed the Wayfind Teacher Technology Survey at the end of the 2012 school year. This survey assessed participants' technology skills based on the International Society for Technology in Education (ISTE) National Educational Technology Standards for Teachers (NETS-T). Principals received cumulative school reports, and participants received individual performance results. The district instructional technology specialist used survey results to develop professional learning courses offered during the 2013 school year. Courses such as "iPads for Instruction" and "SMART Notebook Basics" focus on strengthening teachers' instructional use of added technology tools.

Title IIA survey results indicate that middle and high school teachers use of a variety of teaching methods. Multiple open-ended item responses from students compliment faculty for their use of technology tools. Comments state that these tools enhance instruction and improve student learning.

Areas in Need of Improvement

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

1. Early Elementary students do not feel as if their families like to come to their schools.

The impact of current economic conditions has been evident throughout our community. JCSS schools have not been spared from these consequences. While schools continue to invite parents to numerous events before, during, and after school hours, parents frequently decline to attend. Explanations from parents often indicate that employers are no longer as flexible with compensatory time options. Most parents work in the nearby cities of Macon or Milledgeville. Because of this distance, parents are unable to use a lunch hour to travel to their child's school events and make it back to work on time. Elementary schools report that the number of parent volunteers has dropped significantly since both parents tend to work outside the home. High fuel costs make attendance unfeasible for families who live on the outskirts of the county. Parents of infants and toddlers incur the cost of babysitting in order to attend some evening programs. Time is also an issue for families. Many homes have several children, with enrollments in multiple schools and commitments to various extracurricular activities. With so many events offered at each location, parents sometimes have scheduling conflicts that prevent attendance.

JCSS attempts to meet the needs of families. Offering supper, childcare at events, and strategic scheduling are some recent efforts made by schools.

2. Elementary students do not believe their principals and teachers frequently ask for their opinions about their school.

Students complete Title IIA surveys each year. While all students participate in these surveys, they may not be aware of the impact of their feedback. Current efforts to interview students are sporadic and may need to be more formal.

- 3a. Middle and High School students are concerned about the safety, cleanliness, and environmental health of their school buildings and grounds.

All schools regularly conduct safety drills to review emergency safety procedures. Students should become more familiar with other aspects of school safety plans. Teachers should review procedures for reporting behavior concerns between students.

There may be a need to evaluate the capacity of the custodial staff and custodian work schedules at each school to maximize efficiency.

- 3b. Middle and High School students also believe that there is an issue with students' behavior toward each other. Many students do not feel as if they can trust their peers to respect their property or to help a classmate who is not considered their friend.

School counselors have led the implementation of the Safe School Ambassadors (SSA) program at grades 6-9 in an effort to prevent and stop bullying. School administrators and counselors should assess the effectiveness of this program. Counselors may need to provide support for conflict resolution and anger management issues.

4. Staff members recognize a need for peer coaching and mentoring for teachers.

One middle school and the high school are piloting peer coaching initiatives this year. Principals from each of these schools will share implementation feedback during monthly Principals' meeting. All elementary and middle schools have at least one instructional coach who provides coaching to the teachers.

In response to the need for mentoring, the Central Change Team (CCT) will discuss teacher mentoring program options. CCT members will lead root cause analysis activities with the Better Seeking Teams (BST) at their schools in an effort to determine program needs. The CCT will reconvene to report information and determine strategies for implementing school-based mentoring programs.

5. Parents worry that the governing body may interfere with the operation and/or leadership of our schools.

JCSS may investigate parents' concerns in this area to understand their response. Parents rarely attend monthly BOE meetings. There is often confusion about the distinction between JCBOE policies and school procedures. There is a need for improved communication regarding the requirements and expectations of the schools and school system.

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

1. All stakeholders show concern for how data is used for continuous improvement.

Stakeholders participate in data collection opportunities such as surveys, committees, school councils, and focus groups. This continued participation indicates that stakeholders see value in giving feedback. School personnel may need to improve methods for communicating the ways in which data influences decision-making.

2. Parents may not be receiving assessment results in a timely manner.

Teachers should enter and share grading data consistently across the district. Administrators may investigate ways to monitor and assess this practice. Schools often receive state assessment score reports while students are on summer break. JCSS will study alternate methods for delivering score reports in a timely manner.

Parents may need assistance in interpreting assessment score reports. Some, but not all, schools offer parents opportunities to attend informational meetings and trainings regarding student assessments. Teachers making a practice of explaining assessment data to their students may also improve this issue.

3. Teachers may need better support in interpretation of district, school, classroom, and individual student data.

Specific training with available data analysis tools would be beneficial for teachers. Teachers have used Data Director for several years. Staff participated in intensive training during the first few years of implementation. However, new teachers have not received similar instruction. The Student Longitudinal Data System (SLDS) is available to all teachers through GaDOE, and training is being sought for late Spring 2013. Data Teams implementation has given structure to the analysis of student work. JCSS recognizes that there is a need to provide data

analysis instruction for new teachers each year. Instructional coaches use Data Director regularly, and should provide guidance to teachers at each school.

4. Students may not feel as if their input is requested concerning the improvement of the school.

JCSS currently collects student opinion data through occasional administration of surveys. These opportunities may need to be increased. Counselors may help in obtaining student input through focus group sessions. Focus groups should create a method for communicating their concerns with BST members. JCSS would benefit from a formalized framework for communication of suggestions and concerns.

5. Students may not be aware of how the content taught at the present level is preparation for learning at higher levels of schooling.

Recent GAPSS reports indicate a need for professional learning to move students toward making real-world connections with curriculum. Students may begin to see the relationship between the curriculum and careers through an increased focus on career planning in elementary and middle school. Counselors are currently guiding students through career investigation activities and the use of GACollege411. These tasks may improve students' understanding of the need for certain courses of study.

What are the implications for these stakeholder perceptions?

The ultimate consequence for any of the negative perceptions held by a stakeholder is disengagement. Whether disengagement causes a student to drop out of school, a parent to refuse to attend school functions, or a teacher to teach to the minimum requirement, it is detrimental to the success of our students. JCSS must address each of these stakeholder concerns with sincerity and diligence, especially where matters of student safety are an issue.

Awareness and communication are key tools that continually improve areas of concern. Understanding of student needs is cultivated from more than assessment data alone. JCSS recognizes the importance of soliciting feedback and suggestions from stakeholders. Using that information along with assessment data develops a plan that promotes success. Communication between stakeholders is critical in order to investigate the effectiveness of identified strategies and monitor efforts in meeting projected goals. JCSS supports two-way communication leading to nurturing positive change and growth.

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

Title IIA survey results, independent school surveys, and school self-assessment indicator ratings support the data collected through the stakeholder surveys. Results of each school's analysis of the data provided by their individual stakeholder groups support the trends identified through the analysis of district-wide stakeholder survey.

Student Performance Diagnostic

Introduction

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

Assessment Scores

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

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

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

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

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

Label	Question	Value
6. Overall Student Performance Score	Enter the average overall student performance score from the Student Performance Worksheet.	34.0

Areas of Notable Achievement

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

Georgia Criterion-Referenced Competency Test (CRCT) district performance data for grades 3-8 show that the Jones County School System (JCSS) percentage of students scoring in the Meets + Exceeds category is consistently higher than the state average. This is true for all five of the assessed subject areas, and has been true for the last six years.

High School End of Course Test (EOCT) data reveal that Jones County students consistently score higher than the state average in the following subject areas: Economics Business Free Enterprise, Ninth Grade Literature and Composition, and Physical Science. Additionally, 2012 Physical Science scores show a significant percentage of students scoring in the Exceeds category with 51% of JCSS students achieving this level of scoring as compared to the state average of 37% Exceeds.

Growth in the EOCT areas may be due to several factors. Economics Business Free Enterprise has had a consistent group of teachers who work collaboratively to plan instruction for their classes. This course is taught only to twelfth grade students, and their level of maturity could have an impact. The curriculum assessed by the Ninth Grade Literature and Composition EOCT has been stable for several years, with very little change to the assessment. The ninth grade literature teachers have remained in their current placements for several years, and they work well together. In 2008, the Physical Science department recognized the need to improve their EOCT scores and set that as the focus of collaborative planning discussions. The department explored instructional strategies proven to increase students' understanding and mastery of the content. The Physical Science teachers have participated in extensive training to increase the frequency and quality of hands-on instructional activities. Securing Special Education certified teachers whose content knowledge is comparable to that of the regular education science teachers strengthened the co-teaching model in the science department. During 2011, JCHS was awarded a Title I School Improvement Grant (SIG). JCHS Math, Science, Social Studies and English departments have used a total of \$260,000 in SIG money to purchase supplementary materials such as science lab kits, non-fiction novel sets, and Nook e-readers.

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

Several grade levels show evidence of positive trends in their performance on the CRCT. English Language Arts (ELA) scores in grades 6 and 7 have had very small (less than 7%) percentages of students scoring in the Does Not Meet (DNM) category. Each of these grade levels has also significantly increased the percentage of students scoring in the Exceeds category, as is shown below:

6th Grade ELA Exceeds: FY10=21%, FY11=28%, FY12=28%

7th Grade ELA Exceeds: FY10=33%, FY11=35%, FY12=46%

At the time that the Georgia Performance Standards were released, JCSS middle schools decided to combine the courses of Reading and English Language Arts to match the structure of the curriculum. Middle school teachers and administrators visited other Georgia middle schools to investigate ways to strengthen the use of collaborative planning time. A rotating schedule was developed in order to provide time for same-grade level teachers from both schools to meet together on a regular basis. Instructional coaches from both middle schools meet to plan common professional learning that they lead every Tuesday during each grade level's planning period.

Accreditation Report

Jones County School District

In the area of CRCT Mathematics scores, grades 4, 6, and 7 all decreased the percentages of students scoring in the DNM category and increased the percentages in the Exceeds category over the last three years.

4th Grade Math DNM: FY10=24%, FY11=17%, FY12=17%

4th Grade Math Exceeds: FY10=30%, FY11=31%, FY12=33%

6th Grade Math DNM: FY10=22%, FY11=14%, FY12=17%

6th Grade Math Exceeds: FY10=10%, FY11=20%, FY12=21%

7th Grade Math DNM: FY10=13%, FY11=6%, FY12=5%

7th Grade Math Exceeds: FY10=27%, FY11=24%, FY12=36%

These improvements are believed to be a result of the comprehensive professional learning that has been provided over the last five years. Elementary teachers have received training in the use of math manipulatives, Number Talks, and math journaling. Middle and high school teachers participated in yearlong courses offered through Middle Georgia RESA. A middle school math Master Teacher transitioned to instructional coach, and she provides support for all middle school math teachers. These courses strengthened the content knowledge of math teachers in each grade level. All math teachers and paraprofessionals received training in Singapore math techniques. Georgia DOE has aired webinars at the start of each mathematics unit. JCSS teachers have collectively viewed these webinars during planning times. Partnerships with several local colleges and universities have provided classrooms with more adults to assist with student learning.

Social Studies CRCT scores at all grade levels have improved by either reducing the percentage of students falling into the DNM category or by increasing the percentage in the Exceeds category. District CRCT performance in both Science and Social Studies has continued to increase each year for the last five years. The percentage of JCSS students passing these assessments has been higher than the state percentage every year. Also, JCSS students earning scores in the Exceeds category has continued to rise and has been higher than the state each year. The JCSS percentage of students passing Science has risen from 75% (FY08) to 85% (FY12). Social Studies percentages have risen from 71% (FY08) to 83% (FY12). Elementary schools have scheduled daily, dedicated instructional time for science and social studies rather than alternating the instruction by grading period. The elementary teachers have increased the effective use of non-fiction reading materials in classrooms, and multiple trade books have been provided for classroom use. Non-fiction writing has been promoted throughout each elementary school. Many elementary teachers have earned Science Endorsement certifications. Many of the middle school science and social studies teachers hold additional high school certifications, and demonstrate deep understanding of their content areas. Teachers attended drive-in curriculum meetings, sponsored by GaDOE, to discuss implementation of the Social Studies Georgia Performance Standards. Middle school Social Studies teachers use a common method for displaying organizational features of the standards in an effort to aid student understanding. Middle school science teachers chose to implement the Science Education for Public Understanding Program (SEPUP) because of the extensive use of hands-on activities and discovery learning approach to the standards. A middle school science Master Teacher transitioned to instructional coach, and she provides support for all middle school science teachers.

The Grade 8 Writing Assessment (G8WA) has been an area of struggle for JCSS in the past, but both middle schools have focused on student improvement in writing for the last three years. Both schools have made changes in personnel, scheduling, and targeted instructional strategies in an effort to positively effect student achievement in writing. The FY12 administration was the first that resulted in JCSS eighth graders passing at a higher percentage than the state average (JCSS=84%, State=83%). Both middle schools use Write Score formative writing assessments data to target instruction and provide interventions for students who struggle with writing. Use of Write Score has increased over the last three years at the middle and elementary schools.

The percentage of JCSS students passing the Physical Science EOCT has increased over the last four years from 72% of students passing

Accreditation Report

Jones County School District

to 85%. Students scoring in the Exceeds category have also increased, with gains being made annually. Use of the inclusion instructional model was implemented four years ago to address the pass rate in this course. Inclusion teachers were selected based on their strength of content knowledge. The addition of these teachers in science classrooms has been identified as a positive change.

Physical Science Exceeds percentages: FY09=34%, FY10=37%, FY11=39%, FY12=51%

Which area(s) indicate the overall highest performance?

Reading and Literature assessments show the highest overall performance for JCSS.

Reading CRCT scores in grades 3-8 have continually improved at all levels, with very small percentages of DNM, and steadily increasing percentages of Exceeds.

FY2012 District Reading CRCT Results by Grade Level:

3rd Grade	DNM=11%	Meets=48%	Exceeds=41%
4th Grade	DNM=8%	Meets=47%	Exceeds=45%
5th Grade	DNM=8%	Meets=63%	Exceeds=29%
6th Grade	DNM=3%	Meets=57%	Exceeds=40%
7th Grade	DNM=2%	Meets=68%	Exceeds=30%
8th Grade	DNM=3%	Meets=64%	Exceeds=33%

Ninth Grade Literature and Composition EOCT scores and American Literature and Composition EOCT scores render the highest percentage of passing student scores of the state-required high school assessments.

District Ninth Grade Literature and Comprehension EOCT Results:

FY2012 DNM=17% Meets=48% Exceeds=35%

District American Literature and Comprehension EOCT Results:

FY2012 DNM=13% Meets=65% Exceeds=22%

JCHS was identified as a Needs Improvement (NI) school. In response to this determination, the school placed a focus on improving English Language Arts. ELA teachers evaluated student performance, targeted individual student needs, and adjusted instructional practices during their collaborative planning sessions. Improvements in these assessments may be due to implementation of extensive professional learning attended by teachers. Elementary teachers have participated in non-fiction reading training, and implementation of non-fiction reading and writing strategies has been supported through collaborative planning sessions. Elementary schools have eliminated the use of reading ability groups, and have used guided reading practices pervasively.

Many teachers have added certifications including Gifted, ESOL, and Reading endorsements at the middle school. Teachers use common planning times to analyze assessment data and determine targeted instruction for students at all achievement levels. Georgia RESA Assessment of Student Progress (GRASP) and AIMSweb universal screeners have been used to identify reading fluency and comprehension needs that can be provided through RtI. One hundred percent of students in grades 3-8 are assessed using reading fluency screeners. Elementary Title I and EIP teachers serve as intervention specialists and work with students through the pullout augmented models. Accelerated Reader (AR) program is used in grades K-8 as an incentive to encourage students to read more. All JCSS schools have teams of students that participate in the Helen Ruffin Reading Bowl (HRRB). Jones County HRRB teams have participated at the local, regional, district, and state levels of competition.

Accreditation Report

Jones County School District

Close Reading is the most recent instructional technique that teachers have begun to implement in classrooms in grades K-12. Representatives from all schools and grade levels attended close reading training in January 2013. These teachers are currently implementing these strategies, and will meet again in the spring to evaluate their progress.

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

Subgroup populations that are showing a trend toward increasing performance based on district CRCT score averages are as follows:

Reading: Economically Disadvantaged, African American, White, Female, Male, and Students with Disabilities

English Language Arts: Economically Disadvantaged, African American, White, Female, Male, and Students with Disabilities

Math: No subgroups show consistent gains in this subject area

Science: Economically Disadvantaged, African American, White, Female, and Male

Social Studies: Economically Disadvantaged, African American, White, Female, and Male

Subgroup populations that are showing a trend toward increasing performance based on district EOCT score averages are as follows:

Biology: Economically Disadvantaged and White

Economics Business Free Enterprise: Economically Disadvantaged and Male

Math II: Female

Physical Science: Economically Disadvantaged, African American, White, and Male

US History: Economically Disadvantaged, African American, and White

Root cause analysis indicates that the requirements of No Child Left Behind (NCLB) caused JCSS to focus heavily on Adequate Yearly Progress (AYP) data collection processes. AYP reporting brought with it an awareness of the disaggregation of data, and an abundance of state-provided data to study. JCSS acquired several tools to aid in the study of its performance data. RESA consultants trained district and school leaders in methods of data disaggregation and analysis. Georgia Leadership Institute for School Improvement (GLISI) training improved the use of data for SMART goal setting and progress monitoring, and guided JCSS through the process of creating and revising a Continuous Improvement Plan and Balanced Scorecard. The district piloted the Data Director web-based data and assessment management system and then used this tool to create local benchmark assessments. Benchmark data is collected and analyzed by teachers at every grade level to predict student performance. State assessment results have been disaggregated, charted, and analyzed every year to determine progress toward Annual Measureable Objectives (AMO) and to identify areas in need of improvement. As a result of this data-driven climate, JCSS became more aware of student performance among subpopulations. This information led exploration of the needs of specific student groups. Professional learning about gender-based instruction, understanding poverty, and differentiated instruction heightened teachers' awareness and transformed teaching methods. While we recognize a significant improvement by the Economically Disadvantaged subpopulation, we realize that this group of students is growing steadily. FY2014 will be the first year that all of our campuses qualify for Title I assistance. With this trend in progress, JCSS must continue to research the needs of this subpopulation.

Between which subgroups is the achievement gap closing?

Subgroup populations with closing achievement gaps, based on district CRCT Does Not Meet score averages, are as follows (Percentage Point difference from FY09 - FY12):

Accreditation Report

Jones County School District

Students With Disabilities/Students Without Disabilities:

Reading (22 - 14)

English Language Arts (33 - 17)

African American/White:

Reading (7 - 6)

Mathematics (13 - 8)

Economically Disadvantaged/Non Economically Disadvantaged:

Reading (7 - 6)

English Language Arts (8 - 5)

Mathematics (13 - 11)

Science (16 - 14)

Gifted/Non-Gifted:

Reading (8 - 5)

English Language Arts (9 - 0)

Mathematics (18 - 1)

Subgroup populations with closing achievement gaps, based on district EOCT score averages, are as follows (Percentage Point difference from FY10 - FY12):

Students With Disabilities/Students Without Disabilities:

American Literature and Composition, Exceeds (34 - 13)

African American/White:

American Literature and Composition, DNM (8 - 6)

Physical Science, DNM (13 - 8)

Economically Disadvantaged/Non-Economically Disadvantaged:

Economics, Business Free Enterprise, DNM (17 - 7)

Mathematics II, DNM (20 - 11)

Physical Science, DNM (16 - 6)

Physical Science, Exceeds (23 - 17)

US History, DNM (23 - 14)

Gender:

American Literature and Composition, DNM (7 - 0)

Ninth Grade Literature and Composition, Exceeds (2 - 1)

Physical Science, DNM (3 - 0)

Several Jones County schools have participated in trainings to address the specific learning needs of students in poverty. Most recently,

Jones County High School and Turner Woods Elementary teachers have participated in poverty studies. This districtwide focus on professional learning is responsible for the numerous improvements made by this subpopulation of students.

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

The data analysis tools commonly used by JCSS personnel are Data Director and the Statewide Longitudinal Data System (SLDS). Data Director is used to analyze performance on locally created assessments such as benchmark tests, instructional formative assessments, pre- and post-tests, unit assessments, and nine weeks' tests. Using these tools, JCSS is able to analyze data from several sources.

Data sources that support the above findings include:

Georgia High School Graduation Test (GHSGT)

GRASP Universal Screener

Locally created Benchmark assessments

Write Score results from elementary and middle schools

Areas in Need of Improvement

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

Georgia Criterion-Referenced Competency Test (CRCT) district performance data for grades 3-8 show that in the Exceeds category of scores, the Jones County School System (JCSS) average scores in the subject areas of Reading, English Language Arts, and Mathematics are slightly below the state average. In both Reading and English Language Arts, CRCT scores in the Exceeds category have been 0-4 percentage points lower than the state average every year for the last five years. For Mathematics, JCSS Exceeds scores have been 1-7 points lower than the state average.

In the area of mathematics, student performance data indicate that Number Sense is a weakness among students in grades K-3. This is being addressed through extensive training in Number Talks. There has been less stability in teacher placements in mathematics courses. Teachers new to a position may not be as familiar with the curriculum, and may need more support.

In grades 3-8, there has been an intense commitment to move students from the DNM category to the Meets category on CRCT rather than from Meets to Exceeds. Teachers have implemented differentiated instruction techniques, but this too has been a practice used primarily with struggling students. JCSS should expand the use of differentiated instruction to include those students who need a more challenging curriculum. Gifted elementary students participate in a rigorous program through pull out programs. Middle and high school gifted students are served through above grade level core courses. However, a more challenging level of instruction should be present within every classroom across all grade levels.

High School End of Course Test (EOCT) data reveal that the percentage of passing scores for Jones County students is consistently lower than the state average in the following subject areas: American Literature and Composition, Biology, Mathematics I, Mathematics II, and US History. For both American Literature and Composition and Biology, the difference in JCSS performance and the state average has been 1-2 percentage points each year. However, the difference in performance for each of the mathematics course assessments has been more significant with JCSS performances being as much as 9 percentage points lower than the state average.

High School EOCT revisions have increased the Depth of Knowledge levels of items. Students may not be experiencing this same level of rigor on locally created assessments. The mathematics assessment performance shows a continuation of the trends established at the middle and elementary levels. The Georgia high school mathematics curriculum has changed frequently. Not only have math standards shifted among grade levels, but the organizing structure of high school mathematics has changed from a discrete model to one that is integrated. This structural change is now reverting back to a discrete model after only four years. Personnel changes in the math department at the ninth grade campus have been frequent.

US History is traditionally taught in the eleventh grade. Students also take American Literature and Composition at this grade level. Due to the scheduling of GHSGT, US History instruction was moved to the tenth grade. While this move helped eleventh graders who were taking the GHSGT, students no longer had the advantage of taking US History and American Literature and Composition during the same school year. The curriculum for each of these two classes compliments each other, and taking them together strengthens students' understanding of both.

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

CRCT data from the last five years indicate that there are negative trends in some grade levels in the areas of English Language Arts, Mathematics, and Science.

English Language Arts CRCT scores as a whole are high, and have been consistent. However, grades 5 and 8 have each had a 7-point drop in the percentage of student scoring in the Exceeds category.

Mathematics CRCT scores at the gateway grade levels (3rd, 5th, and 8th) have shown some troubling trends. While grade 3 has shown no significant improvement or decline in scores, the percentage of students scoring in the Does Not Meet (DNM) category in both grades 5 and 8 have increased. In addition, performance data for these two grade levels show that the percentage of students scoring in the Exceeds category has decreased. For both grade levels, the gap between JCSS and the state average of Exceeds scores has widened each year. Because of the gateway requirements, the emphasis has been passing the test for students in these grade levels. Anxiety among students and teachers at these grade levels has a negative impact as well. Stress felt because of the pressure to pass the test may interfere as teachers and students attempt to do their best work.

Science CRCT scores at nearly all grades 3-8 have inconsistent performance results. Overall, there has been very little improvement in either the DNM or Exceeds categories. Science scores have not affected AYP in the past; therefore, teachers may not have placed as much emphasis on instruction of these standards.

The Georgia High School Writing Test results show that each year 12% or less of JCSS Eleventh Graders fall into the DNM category. However, state averages are consistently 1-2 points higher than those of the JCSS percentages.

Which area(s) indicate the overall lowest performance?

Science CRCT scores have changed very little as a whole in comparison with other subject areas. While specific grade levels have made some improvements, the scores are inconsistent from year to year. At one time there was discussion of using Science CRCT scores as the second AYP indicator for elementary and middle school, but attendance was chosen instead. Emphasis that was given to this subject for a short period might account for inconsistent improvements.

District CRCT percentages indicate that both Science and Social Studies are our lowest areas of performance for students in grades 3-8. The average assessment failure rate for the last five years hovers at 20% for each of these subject areas. In spite of the overall low performance, scores for both of these assessments have gradually increased since 2008.

District Science CRCT Percentage of Students in DNM:

FY08=24%, FY09=23%, FY10=18%, FY11=18%, FY12=16%

District Social Studies CRCT Percentage of Students in DNM:

FY08=28%, FY09=23%, FY10=23%, FY11=17%, FY12=17%

These subject area assessments have not affected AYP in the past, but both are included on the College and Career Ready Performance

Index (CCRPI). This change is expected to bring a renewed awareness to the content of each of these subjects.

District EOCT percentages indicate that the Mathematics I and Mathematics II are our lowest areas of performance for high school students. The average rate of failure for each of these assessments is around 45%, based on the last three years of data. Data also indicate that the percentage of students scoring in the DNM category is increasing.

District Math I EOCT Percentage of Students in DNM:

FY10=38%, FY11=49%, FY12=45%

District Math II EOCT Percentage of Students in DNM:

FY10=46%, FY11=46%, FY12=51%

In addition to the frequent personnel changes in the mathematics department, the demand for math support courses has decreased. The majority of students cannot earn course credit for attending math support anymore, so it has become difficult to convince students to take these courses. The number of repeating math students has increased, and personnel that used to teach math support have had to transition into these teaching positions. This personnel shift has limited the number of math support class sections that can be offered. Prior to the implementation of the Common Core Georgia Performance Standards (CCGPS) there was a lack of vertical planning between elementary, middle, and high school math teachers. Systemwide training of the CCGPS has allowed JCSS to schedule times for vertical alignment and prioritization of the math standards. In August 2011, Jones County partnered with neighboring Jasper County (J2 Partnership) to share the cost of professional learning from The Leadership and Learning Center. This professional learning was a proactive effort to intensively train district and school curriculum leaders in understanding the CCGPS. The group prioritized and unwrapped standards with the guidance of skilled trainers. Group members collaboratively developed and led a yearlong training program for all teachers. As part of this training program, professional learning days were used to host teacher learning communities from K-12 as they worked together to understand the full spectrum of math and ELA Common Core standards. The original J2 Partnership group has continued to meet face to face and collaborate electronically throughout the current school year in an effort to provide ongoing support to teachers as they implement the new curriculum.

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

Subgroup populations that are showing a trend toward decreasing performance based on district CRCT score averages are as follows:

Math: Students Without Disabilities and Non-Economically Disadvantaged students show a trend of decreasing performance in this area while Students With Disabilities and Economically Disadvantaged students appear to be maintaining their performance. This is an interesting trend to note, in that JCSS does not track the performance data of subgroup counterparts. However, evidence of these trends indicates that this practice may need to be encouraged.

Students With Disabilities show a trend of decreasing performance in the area of Social Studies.

Subgroup populations that are showing a trend toward decreasing performance based on district EOCT score averages are as follows:

Math II: African American and White (accounting for 98% of the student population)

Ninth Grade Literature and Composition: Male (JCSS does not routinely examine gender-based data.)

The subgroup of Students With Disabilities does not show a trend of decreasing or increasing performance on any EOCT.

Between which subgroups is the achievement gap becoming greater?

Subgroup populations with achievement gaps that are becoming greater, based on district CRCT score averages, are as follows (Percentage Point difference from FY09 - FY12):

Students With Disabilities/Students Without Disabilities:

Reading, Exceeds (23 - 28)

English Language Arts, Exceeds (24 - 30)

Science, Exceeds (19 - 28)

Social Studies, Exceeds (9 - 28)

African American/White:

Reading, Exceeds (16 - 19)

English Language Arts, Exceeds (13 - 16)

Economically Disadvantaged/Non-Economically Disadvantaged:

Reading, Exceeds (18 - 20)

English Language Arts, Exceeds (18 - 19)

Science, Exceeds (19 - 23)

Social Studies, Exceeds (12 - 21)

Another area of concern is that of Social Studies CRCT achievement gaps. Data for this subject indicate that there has been no significant increase or decrease in these achievement gaps for several years. JCSS anticipates that there will be improved focus on this area due to its importance on the CCRPI. Some causes for this trend have been identified. Social Studies tends to have the least amount of dedicated instructional time in the elementary grades. The depth of this content area is massive, and teachers may not feel confident in their understanding of the standards. There is a need for vertical collaborative planning in this subject to ensure that teachers understand the level of prior student learning in relation to the content taught at the current level. In middle school, this subject is often "shared" among a team, with each teacher teaching one preparation of this course per day. Middle schools have begun to place more emphasis on Data Teams and the use of common formative assessments with Social Studies teachers. The goal is that teachers will collaboratively analyze student work and then modify their instruction, heightening their use of flexible grouping and differentiated instruction to meet students' learning needs.

Subgroup populations with achievement gaps that are becoming greater, based on district EOCT score averages, are as follows (Percentage Point difference from FY10 - FY12):

Students With Disabilities/Students Without Disabilities:

Economics, Business Free Enterprise, DNM (17 - 36)

Economics, Business Free Enterprise, Exceeds (16 - 20)

Physical Science, DNM (18 - 53)

Physical Science, Exceeds (30 - 41)

US History, Exceeds (8 - 22)

African American/White:

Accreditation Report

Jones County School District

Biology, Exceeds (14 - 23)

Ninth Grade Literature, DNM (FY09=9 - 13)

Ninth Grade Literature, Exceeds (FY09=8 - 26)

Economically Disadvantaged/Non-Economically Disadvantaged:

Biology, Exceeds (14 - 24)

Mathematics I, Exceeds (6 - 11)

Ninth Grade Literature, Exceeds (17 - 33)

Gender:

Ninth Grade Literature and Composition, DNM (7 - 11)

US History, Exceeds (10 - 17)

JCSS has identified possibilities for the negative trends listed above. Biology and Ninth Grade Literature and Composition are courses taken by ninth grade students. There is some concern that students experience such massive transition at this grade level, and this may contribute to their lower performance. All Jones County eighth graders move together to attend ninth grade at the Maggie Califf Learning Complex Ninth Grade Campus (NGC). While NGC is recognized as part of the Jones County High School (JCHS), students complain that they do not feel like true high school students since they are physically separated from the main JCHS campus. This is also the first opportunity that students from the two middle schools have had to work together rather than as sports rivals. Flexible grouping strategies are not as successfully implemented during the early part of the school year as they are after students have had time to build relationships. Students also understand that they will only be on the NGC site for one school year, and then they must adapt to the JCHS main campus culture.

Students with Disabilities attend inclusion classes with their grade level peers. A Special Education certified teacher serves as a co-teacher with the regular education content teacher. JCSS should investigate the appropriate utilization of co-teachers working in the Science and Social Studies departments. Support and training for the co-teaching model have been provided on a limited basis, and may need to be expanded.

GAPSS reports indicate that differentiated instruction at the middle and high school levels is in need of improvement. Evaluators noted that they observed instruction that was differentiated based on the structure of the class, but that there was no evidence of differentiation within classes. Most teachers seemed to have planned whole group instruction based on the average ability of the members of the class. Evaluators also found that each school had a few teachers who were differentiating effectively within their classrooms. It was recommended that JCSS utilize these resident experts to provide peer coaching at their school sites.

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

The data analysis tools commonly used by JCSS personnel are Data Director and the Statewide Longitudinal Data System (SLDS). Data Director is used to analyze performance on locally created assessments such as benchmark tests, instructional formative assessments, pre- and post-tests, unit assessments, and nine weeks' tests. Using these tools, JCSS is able to analyze data from several sources.

Data sources that support the above findings include:

Georgia High School Graduation Test (GHSGT)

GRASP Universal Screener

Accreditation Report

Jones County School District

Locally created Benchmark assessments

Write Score results from elementary and middle schools