



North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

## Standards Assessment Report

### Chickamauga City School System

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Chickamauga, Georgia, United States 30707-1614

Prepared for the AdvancED Quality Assurance Review

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# Standards Assessment Report

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# Introduction & Purpose of the Report

## Introduction

### Purpose of the Report

The Standards Assessment Report is designed to serve as a valuable self-assessment and as a tool to help school systems prepare for their Quality Assurance Review. The report is based on the AdvancED standards, which serve as the foundation of the accreditation process. In order to earn and maintain accreditation, school systems must meet the AdvancED standards, engage in a process of continuous improvement, and demonstrate quality assurance through internal and external review.

The Standards Assessment Report engages the school system in an in-depth assessment of each of the seven AdvancED standards. In completing the report, the school system identifies the data, information, evidence, and documented results that validate that it is meeting each standard. This self assessment helps the school system identify areas of strength and opportunities for improvement.

The Standards Assessment Report also serves as the primary resource for the Quality Assurance Review Team, which uses the report to prepare for the visit to the school system. The team uses insights gathered from the report and information obtained during the on-site visit to provide feedback to the school system and to make an accreditation recommendation.

### Structure of the Report

The Standards Assessment Report includes four sections: 1) a review of each standard; 2) a description of the school system's methods for quality assurance; and 3) conclusion.

The review of each standard is divided into three components: 1) the Indicators rubric; 2) focus questions; and 3) overall assessment rubric. The Indicators rubric enables the school system to assess the degree to which practices and/or processes are in place that indicate adherence to the standard and Indicators. For each Indicator, the school system may check if the practices and/or processes are highly functional, operational, emerging, or not evident. The school system should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school system can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

The focus questions allow the school system to expand on and think more deeply about the responses to the Indicators rubric. The focus questions provide an opportunity for the school system to describe the systematic and systemic processes that are in place to support its ability to meet the Indicators. The section asks, "How are the practices/processes implemented?"

The overall assessment describes how well the school system and its schools are implementing practices and/or processes and the impact these practices and/or processes have on student results and overall school effectiveness. The overall assessment helps the school system judge where it is in relation to each standard. The "operational"

level is required in order to demonstrate meeting the standard. The section asks, "How well are we meeting the standard overall?"

The description of the school system's methods for quality assurance should include an overview of the practices and methods the school system uses to monitor and document improvement, provide meaningful feedback and support across the district, ensure that the AdvancED standards are met and strengthened, and regularly collect, use, and communicate results.

The conclusion provides an opportunity for the district to share final insights and information.

### **Completion and Submission of the Report**

This Standards Assessment Report is to be completed by the school system between six months and four weeks prior to hosting a Quality Assurance Review (QAR) visit. It is strongly recommended that a wide and broad cross-section of the school system's community participate in completing this report. The report will become the basis of the Quality Assurance Review Team's review.

### **Directions for Completing the Report**

Follow the instructions to complete each section of the report. Be thorough and concise in your answers, focusing on quality and depth over quantity.

## Demographics

# Elementary Schools:	1
# Middle Schools:	1
# High Schools:	1
# Other:	0
Grade(s):	K,1,2,3,4,5,6,7,8,9,10,11,12
Enrollment:	1399

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## Executive Summary

Please provide an overview of the school system's profile. Please include:

- The school system's vision and goals;
- A description of the programs and services (including number and type of schools) under the jurisdiction of the system;
- Demographic information about school system's community;
- A summary of student performance across the system;
- An overview of any major trends or issues impacting the school system; and
- A summary of the major strengths and needs of the school system.

The Chickamauga City School District holds great value in the AdvancED Accreditation process. Through past efforts with Georgia Leadership Institute for School Improvement (GLISI) and the initial process to earn District Accreditation, our district has seen epic change.

Always a very good school system, the strategies, practices and processes we learned have been implemented to ensure we have a laser-like focus on our Mission, Vision and Belief Statements and Goals for Improvement.

Since that time, we have evolved more than could be imagined. I am so very proud of the Board of Education members for their total support of this initiative and of the administrators and teaching staff for working hard to learn how to effectively analyze data and identify trends and gaps. I also take pride in the fact that we do not stop after identifying the trends and gaps. We then utilize the data information to guide instruction and provide differentiated instruction in order to better meet the needs of all students. Seeing the difference these improvements have made in our school system has helped solidify the continuous improvement process. We eagerly await assessment results to determine progress made and areas in need of focus. This same anticipation of performance results is also evident in the classrooms as formative assessments are a frequent component. It is exciting to experience gains, and we definitely celebrate student accomplishments because we put every effort into preparing them to be successful in whatever path they may choose after high school.

One final unanticipated positive from the process is the Stakeholder Involvement piece. We have always had tremendous parental and community support, but by involving these stakeholders in meaningful planning and decision making, they have a greater understanding of the work occurring in the system, and also the challenges and achievements we experience. Not only are they great spokes-men and women on behalf of the school system, they are also much more engaged and committed to supporting the system because they have developed a sense of ownership. In my opinion, communication and stakeholder involvement are the two areas in which we have improved the most and probably the areas most in need of improvement. I cannot emphasize the importance of each in implementing a cycle of continuous improvement in our system. At first, it was difficult to implement the entire process but now, it is standard operating procedure.

We are eager to share with you the great things occurring in the Chickamauga City School District and just as eager to have the Quality Assurance Team visit and evaluate our system and provide feedback which will help us to become an even stronger and more effective school system.

## **Vision and Goals:**

### **Our Mission**

The Chickamauga City School System strives to graduate all students with a comprehensive, high quality education in an engaging, safe and supportive environment.

### **Our Vision**

The Chickamauga City School System will inspire all students to maximize their potential and become lifelong learners while empowering them to become respectful, productive, and successful members of society.

### **We Believe**

- Student learning is the primary focus of our school system.
- All students can learn.
- A highly qualified, effective staff committed to continuous improvement is essential for increased student achievement.
- High expectations, and a rigorous academic program with support, lead to greater student success.
- School must prepare students for the changing future.
- Preparing students technologically is essential to be competitive in a global economy.
- Developing character and respect for individual differences is important in the development of the whole child.
- Education is a partnership based upon trust among students, parents, school, and community.
- Acknowledging diversity, achievements and accomplishments of all students will foster a sense of community and belonging.
- Nurturing students' individual creative skills and talents is important in developing students to their fullest potential.

### **We Value**

- Integrity
- Trust and Honest Communication
- Stakeholder Participation
- Continual Self Evaluation and Improvement
- Efficient and Effective Operations
- Common Understanding, Shared Vision and Responsibility
- Commitment and Competency

### **Goals**

Goal 1: All students will meet or exceed State standards in core academic subjects.

Goal 2: All students will graduate from high school.

Goal 3: All students will be taught by highly qualified teachers.

Goal 4: Maintain efficient and effective operations to provide a high quality, engaging and supportive learning environment.

Goal 5: All students will be educated in learning environments that are safe, drug free and conducive to learning.

### **Programs and Services:**

The Chickamauga City School System strives to graduate all students with a comprehensive, high quality education in an engaging, safe and supportive environment. The primary focus of the school system is student learning. The system offers an array of programs and services at each school. All three schools have a guidance counselor and services of a nurse and social worker. Each school offers before and after school tutoring. The gifted program and special education program are available for eligible students.

At Chickamauga Elementary School all students participate in physical education, health and music. Support services are provided through the Early Intervention Program (EIP), Title I Targeted Assisted Program and Response to Intervention. Also, homework helpers is available for students along with a Title I summer school program. At CES, students have the opportunity to participate in 4-H, Fellowship of Christian Athletes (FCA) and Chorus.

At Gordon Lee Middle School, students participate in connection classes which include physical education, keyboarding, computers, journalism, health, skills for adolescents, public speaking, music appreciation, Agriculture, and band. Other opportunities and programs at Gordon Lee Middle School include: National Junior Honor Society (NJHS), Student Council, 4-H, Pep Club, Strategy Club, Spanish club and the Fishing Club.

Gordon Lee High School students can take advantage of advanced core academic subjects and the Career Technical Agriculture Education (CTAE) program. Advanced Placement courses that are available include: AP English 12, AP English 11, AP Biology, AP Government, AP United States History, AP Art and AP Calculus. CTAE programs include Business Essentials, Accounting, Computer Applications, Early Childhood, FOFCS, Technology, Drafting, Basic Agriculture, Horticulture, Nursery & Landscape, Natural Resources. Additional elective courses are offered which include: Art, Band, PE, Health/Personal Fitness, Drivers Education and Weight Training. Juniors and Seniors are eligible to participate in the Youth Apprenticeship Work Based Learning Program. Gordon Lee High School has a graduation coach to assist with the needs of at risk students. There are a variety of clubs at GLHS which include: Student Council, Drama Club, Pep Club, Family, Community, Career Leaders of America (FCCLA), Future Farmers of America (FFA), National Honor Society (NHS), Future Business Leaders of America (FBLA), Fellowship of Christian Athletes (FCA) and Technology Students Association (TSA).

Extracurricular activities are an important part of the Chickamauga City School System. At Gordon Lee Middle School and Gordon Lee High School, all students have the opportunity to participate in football, softball, baseball, volleyball, wrestling, cheerleading, boys' and girls' basketball, golf and track & field. In addition, Gordon Lee High School has boys' and girls' tennis and cross country.

### **Demographic Information:**

The City of Chickamauga, incorporated in 1891, is a small Walker County community in Northwest Georgia. Over the last century, the city has changed and grown, from a population of 95 in 1900 to 3,101 in 2010. Demographically there is little diversity, with 95.6% of the population being Caucasian. The city is surrounded by the North Georgia Mountains, and the history of the area has been rediscovered and restored wherever possible. Chickamauga is a growing and changing community with a proud heritage and a promising future. While the community strives to protect and enhance Chickamauga's quality of life and historical heritage, growth and change are welcomed. Historic downtown Chickamauga, offering a mix of antique and specialty shops, and restaurants, is complemented by historical assets such as the Gordon Lee Mansion, and the Chickamauga Battlefield. Additionally, Northwestern Technical College is located only a few miles south of Chickamauga.

Approximately 10 miles north of Chickamauga is Chattanooga, Tennessee. Chickamauga residents can enjoy a short drive to experience the benefits of a major city. The University of Tennessee at Chattanooga and Chattanooga State Technical College are also easy commutes from Chickamauga.

Based on 2010 census data, the city of Chickamauga has a population of 3,101. This is an increase of approximately 28% since the 2000 census. The median age in Chickamauga is 36.3 years with 73.3% of the population being 18 years and older. Of the 3,101 residents in Chickamauga, 95.6% are white, .7% are black and 2.9% are other. 74.4% of the population are high school graduates or higher and 10.2% have a Bachelor's degree or higher. The median housing value in Chickamauga is \$89,900, The median household income of \$35,729 in 2010 is a decrease from \$40,110 in 2000. The per capita income is \$23,272 and 11.1% of the population of Chickamauga is below the poverty level which is an increase of 3.1% since 2000.

The Chickamauga City School District enjoys a rich and proud tradition of academic excellence and strives to continue that tradition in the changing times of the present and future. We are truly committed to working together to uphold our tradition of excellence for each student we have the privilege of serving within our schools. The Chickamauga City School District is composed of three schools. Chickamauga Elementary School serves grades kindergarten through five; Gordon Lee Middle School serves grades six through eight; and Gordon Lee High School serves grades nine through twelve. The system has a current enrollment of 1,400 students and an average daily attendance rate of 97.1%. The student population is 98% caucasian. Students with disabilities make up 7.6% of the enrollment along with 9.3% Early Intervention Program (K-5), 7% Remedial Education Program (6-12) and 21.8% gifted students. 23.6% of students participate in the Free/Reduced Lunch program. Approximately 52% of the student body live in the surrounding counties and apply to attend the city school system and pay a minimal yearly tuition fee of \$500 per student with a family cap of \$1500.

Each of the schools within the Chickamauga City School System has been continuously accredited with Quality through the Southern Association of Colleges and Schools since their initial accreditation (Elementary School-2002, Middle School-2004, High School-1932). Initial District Accreditation was awarded in 2007 and the continuous improvement cycle is now a guiding principle in each school's culture. The District utilizes profile information in the continuous improvement process. The profile data which includes demographic and assessment information is updated regularly.

### **Student Performance:**

The Chickamauga City School System and all three schools have made Adequate Yearly Progress (AYP) each year since its inception; Chickamauga Elementary Title I Targeted Assisted School- 10 years, Gordon Lee Middle School- 9 years and Gordon Lee High School- 9 years. AYP is calculated based on student achievement on the Criterion Referenced Competency Test (CRCT) and Georgia High School Graduation Test (GHSGT); participation rate on the CRCT and GHSGT; attendance rate and graduation rate. In addition, Chickamauga Elementary School has been named a Title I Distinguished School for the past 8 years.

The Chickamauga City School System maintains a Balanced Scorecard which includes five years of detailed student achievement data, organizational and instructional data and perception data. The CRCT is administered to all students in grades 3-8. Results from the CRCT for 2010-2011, indicate the percentage of students in grades 3-5 scoring in the meets and exceeds range for Reading/ELA was 97.4% and Math was 95.2%. Subgroup data shows that 96.7% of Economically Disadvantaged students meet and exceed the standards in Reading/ELA and 92.2% in math. Students with Disabilities had 88.1% meet and exceed standards in Reading/ELA and 100% in math. The Georgia High School Graduation Test (GHSGT) is administered to all 11th grade students. In 2010-2011, the percentage of students scoring in the proficient or above range was 95% in Reading/ELA; 94% in math; 96% in social studies; 96% in science; and 99% in writing. End of Course Test (EOCT) are a state requirement in certain

subjects. For the 2010-2011 school year, the percentage of students meeting or exceeding the standards was 95% in Physical Science, 92% in Biology, 97% in Ninth Grade Literature, 100% in American Literature, 90% in US History, 94% in Economics, 83% in Math I and 68% in Math II.

The average composite score on the ACT for the past five years is 20.7%. The average score is 20.6% for English; 19.8% math; 21.7% science and 20.3% writing. The average Total score on the SAT for the past five years is 1464. The average Verbal score is 502 and average Math score is 481. The average graduation rate for the past five years is 94% with the 2010-2011 school year being the highest at 99.1%.

### Major Trends and Issues:

- Tremendous community support
- A focus on Continuous Improvement
- High expectations for staff and students
- Emphasis on meeting the diverse needs of learners through differentiated instruction strategies
- 100% Highly Qualified staff
- Strong student advisement program
- 21st Century technology classrooms grades K-12
- Professional learning program for all staff
- Wide variety of extra-curricular activities for students
- Focus on safety

The Chickamauga City School System has a reputation of academic excellence. It is our number one priority. We have earned this reputation based on student performance and attribute; strong instructional programs; high standards; support for student to ensure success, highly qualified teachers and administrators; and internal and external collaboration and communication. The system is small, and students are educated in a safe and supportive environment.

Teacher retention is excellent and staff members work well together. Our motto of “working together to ensure a tradition of excellence continues” is a reality. Administrators have open door policies. Staff, students, and parents engage in open communication and schools have a tremendous amount of volunteer services from parents and community members. There is a family atmosphere and closeness at each school. Everyone—from the board of education, administration, staff, students, and stakeholders-- all have a unified focus on higher student achievement and more efficient operations.

Due to continuing state budget cuts/austerity reductions, all employees in the Chickamauga City School System have been furloughed 6 days for the past 3 years. Despite this unwanted reality, our staff has maintained morale and remained dedicated to our vision and mission. Even with larger class sizes, lower wages and a reduced calendar, student performance has been maintained and has even improved.

**Strengths:**

- Highly Qualified staff with high expectation for student performance
- Supportive Leadership from Board of Education and Administrative staff
- 4- ESPLOSTs to assist in capital projects
- Community Partnerships/Support
- Remediation for students K-8 within the school day
- Achieving adequate yearly progress (AYP) at all schools and the system level
- High graduation rate
- Excellent attendance rate at all three schools
- Strong staff retention
- Strong focus on meeting the needs of all learners in an effort to lessen the achievement gap between students with disabilities and regular education students
- The cycle of continuous improvement is embedded into every aspect of operation
- Excellent management of financial resources to maintain staff, facilities and operations

**Challenges:**

- Lack of appropriate state funding
- Increased class sizes
- High cost of maintaining technology
- Moving students from the "meets to exceeds" level on state testing

**Needs:**

- Additional funding
- Parent notification system
- Health Occupations pathway

We take tremendous pride in our school system and also in our student body. We want them to have the best education possible and do not want them penalized because they are from a poor, rural town. Technology helps bring the world to Chickamauga, and we understand that our students must be tech-savvy to be competitive in a global economy. There will always be a need for additional funding, but we are determined to ensure our students' needs are met.

Based on data from "My College Options," a tremendous number of our students pursue careers in some area of the medical field. Due to this information, and also the tremendous number of hospitals within a 50 mile radius of Chickamauga, we are planning to build and implement a Health Occupations Pathway at Gordon Lee High School. The funds for this project will come from ESPLOST funds.

Additionally, while we have seen tremendous advancement in external communication, we want to further this initiative. Installing a Parent Notification System would greatly enhance our efforts and would assist the schools in making sure parents are aware of activities, special events, schedule changes, and school closings, etc.....

We have always been hardworking and committed to making our school system one of the best in the state. However, utilizing what we have learned from GLISI and the continuous improvement process, we are more focused, have strategies and monitoring in place, and are doing a much better job of preparing our students to become respectful, productive, and successful members of society.

# Standard 1. Vision & Purpose

**STANDARD:** The system establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the system.

**Impact Statement:** A system is successful in meeting this standard when it commits to a purpose and direction that is shared system-wide. The leadership establishes expectations for student learning aligned with the system's vision that is supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and district effectiveness. The system's vision guides allocations of time and human, material, and fiscal resources.

**Indicators RubricGroup:** Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

## Definitions of Indicators RubricGroup:

<b>Not Evident</b>	Little or no evidence exists
<b>Emerging</b>	Evidence indicates early or preliminary stages of implementation of practice
<b>Operational</b>	Evidence indicates practices and procedures are actively implemented
<b>Highly Functional</b>	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

**INDICATORS:** In fulfillment of this standard, the system:

### 1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders:

*Highly Functional*

Evidence Provided:

Leadership demonstrates stakeholder support

Mission Statement visible throughout the district

Policies/Procedures manuals/handbooks demonstrating stakeholder involvement in development of mission

Stakeholder perception data used to develop mission

Stakeholders are knowledgeable about vision, mission

Strategic Plans include mission

Other: balanced scorecard, District Strategic Plan, school improvement plans, Board meetings

**1.2 Communicates the system's vision and purpose to build stakeholder understanding and support:**

*Highly Functional*

Evidence Provided:

Signage includes vision, mission

Stakeholders are knowledgeable about vision, mission

Website/page includes vision, mission

Other: superintendent makes community presentations to local businesses, civic and religious organizations

Other: vision and mission shared at board meetings, school council meetings, leadership meetings, PTO meetings, Title I meetings, systemwide faculty meetings

**1.3 Identifies system-wide goals and measures to advance the vision:**

*Highly Functional*

Evidence Provided:

District Improvement Plan includes vision, mission

Goals distributed through publications and communication

Goals that are data-driven and measurable

Stakeholders demonstrate involvement in and knowledge of goal setting

Strategic planning incorporates vision, mission

Other: review of District and School Improvement Plans with school councils

Other: balanced scorecard, school improvement goals are aligned with the District Strategic Plan

**1.4 Develops and continuously maintains a profile of the system, its students, and the community :**

*Highly Functional*

Evidence Provided:

Annual Report

District Improvement Plan

District profile is used during parent/community meetings

Newsletters, articles

Publications, brochures, handbooks

Stakeholders demonstrate knowledge of District profile

Other: superintendent makes community presentations to local businesses, civic and religious organizations

Other: consolidated application, balanced scorecard

**1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services:**

*Highly Functional*

Evidence Provided:

District and school improvement planning demonstrates alignment with vision, mission

District Curriculum demonstrates alignment with vision, mission

District Improvement Plan demonstrates alignment of vision, mission with teaching and learning

Extra -curricular activities incorporate vision, mission

Policies on instructional practices demonstrate alignment with vision, mission

Policies on lesson plan development and deployment demonstrate alignment with vision, mission

Strategic Plan demonstrates alignment of vision, mission and teaching and learning

Student report cards demonstrate alignment with vision, mission

Other: parent meetings, school council meetings, increasing AP offerings

Other: Georgia Frameworks, student application

**1.6 Reviews its vision and purpose systematically and revises them when appropriate:**

*Highly Functional*

Evidence Provided:

Agendas, minutes for strategic planning demonstrate review

Strategic Plan demonstrates review

Strategic planning process demonstrates review by stakeholders

Other: annual review of strategic plan by school council members, administrators, teachers, board members

Other: board meeting agenda, school council meeting agendas

**Focus Questions:**

***1. What is the process for establishing and building understanding of and commitment to the vision statement among the school system and its stakeholders?***

School improvement is not new to Chickamauga City Schools. In 2007, the system obtained district accreditation and became one of the first systems in the country to be awarded this distinction. The Chickamauga City School System's mission, vision, and beliefs emphasize that student learning is the priority of all efforts and that collaboration with all stakeholders is necessary for success.

The process for establishing the system's vision began with the revision of the District Strategic Plan in 2007. The Board of Education and Superintendent reviewed community suggestions, system data, and recommendations from the SACS Review Team's 2007 visit. District leaders worked with the school administrators to develop goals and action steps. Principals then met with the school leadership teams, school councils, CTAE advisory committee, business partners, and faculty and student groups to engage input from all stakeholders in the revision of the Strategic Plan. School principals presented the stakeholder recommendations to the Superintendent. The Superintendent, together with the District Leadership Team, developed and presented a draft of the District Strategic Plan to the Board of Education for approval. The School Leadership Teams in each school used the District Strategic Plan to develop individual school improvement plans that were carefully aligned to the District Strategic Plan. At the system level, based on multiple sources of data, the goals are reviewed and revised annually to ensure continuous improvement. From the time of our initial district accreditation, performance on the district goals has improved tremendously.

School improvement plans are reviewed in an ongoing process at the school level by the school administrators, school leadership team, faculty and school council members to monitor progress toward strategic goals and objectives. The school leadership team reports the status of the school improvement plan to the District Leadership Team each semester. This presentation allows the District Leadership Team the opportunity to provide input and suggestions for modifications to the plan.

The mission and vision statements are visible throughout the district. A copy of both is posted in each classroom and the central office. Furthermore, the mission, vision, and motto are proudly displayed on banners in each school as well as in the Central Office. The system webpage includes both statements. All strategic planning incorporates the mission and vision. Our vision is aligned with teaching and learning.

To maintain commitment to the vision, the Superintendent, district administrators, and all school faculty members keep the vision at the forefront of their interaction with students. All stakeholders work together to "inspire students to maximize their potential" by encouraging students in all aspects of their school life. Students are constantly recognized for both major and minor achievements to encourage them to take pride in themselves and in their efforts. All stakeholders stress the value of learning, not just for the achievement of grades but for the enhancement of their personal growth and the goal of becoming "lifelong learners." With the goal of students maximizing their potential and becoming lifelong learners, we hope to empower students "to become respectful, productive, and successful members of society."

***2. What is the system's process for maintaining and using information that describes the school system, its programs, services, and schools and their performance?***

Chickamauga City School System uses a balanced scorecard for maintaining and utilizing information that describes the school system, its programs, services, and schools and their performance. A balanced scorecard is utilized at the system level and is updated throughout the year. By examining the balanced scorecard and other data, needs are examined and prioritized for each school as well as the system. The balanced scorecard is an effective mode of communication to report the system and school's performance.

A current performance profile is updated and available on the balanced scorecard, AYP report and the state report card. These performance profiles are updated annually, along with other data used to measure performance. Enrollment data, discipline data and community information are studied and used to make revisions.

The school system utilizes a web-based student information system, SchoolMax. The I-Parent component of SchoolMax is used to improve access to student information for teachers and parents. I-Parent allows parents to view specific information about their child's attendance and grade in each course. Authorized users at the school and system levels can access student information such as attendance data, grade reports, and failure rates to evaluate and improve student performance. In an effort to monitor each individual student, a five year plan is developed during 8th grade school with parent input and through the use of test data and grade reports for the child. This plan is revised annually to ensure that data is used not only to drive major system level decisions, but it is also used through the Teacher As Adviser (TAG) program to monitor each individual student's progress.

Annually, the Superintendent presents a state of the system address for the Board of Education and system and school level personnel. The system conducts an annual parental survey on school performance. The survey results are examined closely at the system and school levels and used to drive decisions on programs and instruction. The system maintains a website which is updated regularly with information on the system programs, services and performance. The mission, vision and beliefs statements are posted on the website. The school system maintains an excellent relationship with the local newspaper and provides school and system information on a regular basis.

***3. How does the leadership ensure that the system's vision, purpose, and goals guide the work of the school system and its schools?***

The system and schools are aligned to the same district-wide mission, vision and beliefs. As schools develop their school improvement plans, goals are aligned with the District Strategic Plan. Administrators and teachers also work together annually to create Professional Growth Goals. These goals must also align with the district level goals in order to ensure the focus of professional growth aligns with the focus of the system's vision. A more concentrated effort is being made to meet the needs of every child so he/she can benefit from what the system has to offer. Consequently, we have become more focused on data and rely heavily on data driven decisions in order to guide our teaching. Teachers have been trained and utilize research-based best practices to engage students in real world, relevant experiences which help them meet or exceed the standards. At the school level, principals monitor the strategies and best practices being used in the classroom. Finally, the curriculum implementation is aligned with the most current standards issued by the Georgia Department of Education. The Board of Education thoroughly endorses this vision of excellence which is based upon focusing on the needs of individual students.

The Superintendent holds monthly meetings with district and school level administrators to ensure that the system's vision, mission, and goals guide the work of the school system and its schools. The monthly meetings allow the individual schools to share their contributions to system improvement as well as allow an opportunity to report on the progress at each school level. The system and schools are aligned to the same district-wide mission, vision, and beliefs. Each school's leadership team works closely with the principal to monitor the school improvement plan to determine the progress at the school level and to ensure alignment with the district plan. The process is ongoing and the committee meets regularly.

A commitment has been made to "work together to ensure a tradition of excellence continues." Quality performance in academics and in all areas of operation is our main focus. Teachers utilize researched-based best practices in all classrooms and continue to use data to drive instruction. At the school level the principals monitor the strategies and best practices being used in the classroom.

The curriculum implementation is aligned with the most current standards issued by the Georgia Department of

Education. Currently, the transition is being made from the Georgia Performance Standards to the Common Core Georgia Performance Standards.

***4. What process is used to ensure that the vision and purpose of the school system remain current and aligned with the system's expectations in support of student learning and the effectiveness of the school system and its schools?***

The Chickamauga City Schools current mission, vision, and belief statements were reviewed and revised after the 2007 Quality Assurance Review Team Visit. The recommendations from the team were embedded into the District Strategic Plan. The process to ensure that the vision and mission of the school system remains current and aligned with the system's expectations in support of student learning and the effectiveness of the school system and its schools is ongoing.

The system's mission, vision and belief statements are reviewed and revised annually with input from the teachers, administrators, parents, students, school council members, the Board of Education and community members. In addition to the system's mission, vision, and belief statements, the district strategic plan includes goals and action steps for achieving the goals. The action steps include a timeline, evidence to be collected, person responsible, and the method of evaluation. The action steps and timelines are amended as necessary to maintain alignment with the Chickamauga City Schools mission and vision.

The system's mission, vision and belief statements are posted on the system website for the public to view. Also, they are posted in the Central Office, each school and each classroom.

**Overall Assessment:**

**Highly Functional:** The school system has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The system and its schools have clearly defined expectations for student learning aligned with the system's vision that is fully supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance, system and school effectiveness. The vision guides allocations of time and human, material, and fiscal resources.

## Standard 2. Governance & Leadership

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

**Impact Statement:** A system is successful in meeting this standard when it has leaders who are advocates for the system's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders function with clearly defined authority and responsibility and encourage collaboration and shared responsibility for system and school improvement among stakeholders. The system's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

**Indicators RubricGroup:** Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

### Definitions of Indicators RubricGroup:

<b>Not Evident</b>	Little or no evidence exists
<b>Emerging</b>	Evidence indicates early or preliminary stages of implementation of practice
<b>Operational</b>	Evidence indicates practices and procedures are actively implemented
<b>Highly Functional</b>	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

**INDICATORS:** In fulfillment of this standard, the system operates under the jurisdiction of a governing authority that:

### 2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system :

*Highly Functional*

Evidence Provided:

Agendas, minutes of governing authority meetings

District-wide Staff and/or student handbooks

Governance Policy handbooks: board, district, school

Governing authority affirms understanding of their role in the operation of the school/district

Local, state, and federal policy handbooks

Organizational chart

Procedural policies: emergencies, contact information, calling tree, discipline, due process, logistics, placement and transfer

Staff and students affirm their understanding of emergency and operational procedures

Stakeholders affirm understanding of operational procedures

Students and staff affirm their understanding of discipline policies and due process

Other: policy review and updates at administrative and faculty meetings

Other: policies on EBoard

**2.2 Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system:**

*Highly Functional*

Evidence Provided:

District staff are knowledgeable about leadership prerogatives

District staff are knowledgeable about organizational chart

District staff demonstrate knowledge about due process

Governing Board Policies demonstrate leadership prerogatives

Organizational chart

Policies demonstrate protocols for remediation and due process

Roles and responsibilities of governing board, advisory councils, and ad hoc committees are clearly outlined

Other: administrative meetings, faculty meetings

Other: board policy manual online

**2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations:**

*Highly Functional*

Evidence Provided:

District staff are knowledgeable about curriculum standards

District staff demonstrates knowledge and use of curriculum standards in the teaching and learning process

District staff responsible for the implementation of state and/or federal programs are knowledgeable about compliance

Documentation of adherence to ethical business practices

Documentation of compliance with all regulations regarding copyright law, intellectual property, and international restrictions

Documentation of State and Federal Compliances and Assurances, including NCLB/Title I, EEO, Title IX

Documentation of utilization of all requirement elements of curriculum standards

Documentation with all regulations that apply to accreditation by NCA CASI, SACS CASI, or AdvancED

Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures

Stakeholders affirm compliance with ethical business practices

Stakeholders are involved in the establishment and monitoring of adherence to all regulations

Other: federal programs annual self monitoring, ethical standards training for staff meetings, Board of Education members annual legal training

**2.4 Implements policies and procedures that provide for the orientation and training of the governing board:**

*Highly Functional*

Evidence Provided:

District staff and governing board members affirm their knowledge of governing board policies and procedures

District staff and governing board members affirm their participation in orientation and training

Policies and procedures for governing board training and orientation

Roles and responsibilities of governing board, advisory councils, and ad hoc committees are clearly outlined

**2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources:**

*Highly Functional*

Evidence Provided:

Documentation of adherence to ethical business practices

Policies and procedures for fiscal planning: short-term and long-range

Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures

Stakeholders affirm compliance with ethical business practices

Other: annual internal and external audits

**2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations:**

*Highly Functional*

Evidence Provided:

District staff are knowledgeable about due process and complaint resolution

District staff are knowledgeable about access to legal counsel

Documentation of access to legal counsel

Documentation of resolutions of any complaints

Staff and students affirm their involvement in the accreditation process

Other: Harbin & Hartley Law Firm

**2.7 Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations:**

*Highly Functional*

Evidence Provided:

District staff affirm knowledge and support for the district's fiscal responsibility

District staff affirm knowledge of district's insurance carrier, policies, and procedures

Policies and procedures for investments

Policies and procedures for protecting assets and financial resources

**INDICATORS:** In fulfillment of this standard, the system has leadership that:

**2.8 Provides for systematic analysis and review of student performance and school and system effectiveness :**

*Highly Functional*

Evidence Provided:

Advisory Committee: agenda, minutes

District staff affirm the use of student performance and organizational effectiveness data for planning

District Staff meetings: agenda, minutes, decision points

Evaluation results: professional development, efficiency, effectiveness, instructional programming, etc.

Record of student performance data analysis

Staff and students affirm their involvement in the accreditation process

Student database management system

Student performance data are used during district staff meetings

Student performance database for formative assessments

Other: data displayed in the schools

**2.9 Creates and supports collaborative networks of stakeholders to support system programs:**

*Highly Functional*

Evidence Provided:

Accreditation team members are representative of staff and students

Calendar, agendas, minutes of stakeholder meetings

Committee members are representative of all stakeholder groups

Parent/community compacts

Policies for staff/student leadership opportunities outside the district environment

Record of Advisory Committees: calendars, membership, minutes

Record of co-curricular organizations and activities: calendars, membership, sponsors

Stakeholder survey data

Stakeholders affirm a sense of belonging and engagement

Stakeholders affirm that leadership hears and acts upon their suggestions and recommendations

Stakeholders affirm their involvement in a district-wide decision-making process

Stakeholders affirm their involvement in the accreditation process

Stakeholders affirm their involvement on committees

Other: school council meetings, board meetings, superintendent and staff members email addresses on system and school website

**2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals:**

*Highly Functional*

Evidence Provided:

Budget reflects allocation of support for student performance targets

District staff are knowledgeable about student performance targets

District staff are knowledgeable about the alignment of resources to support student performance

District-wide walk-about demonstrate monitoring of instructional practices

Guidelines outline expectations for instructional standards

Guidelines outline expectations for student performance

Policies demonstrate established student performance targets, measures, and strategies

**2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership:**

*Operational*

Evidence Provided:

Accreditation team members are representative of stakeholder groups

Calendar, agendas, minutes of stakeholder meetings

Committee members are representative of all stakeholder groups

Parent/community compacts

Policies and procedures established for the inclusion of all stakeholders into appropriate district-wide decision making processes

Stakeholders affirm their involvement in a district-wide decision-making process

Stakeholders affirm their involvement on committees

Other: school council meeting agendas

**2.12 Assesses and addresses community expectations and stakeholder satisfaction:**

*Operational*

Evidence Provided:

District staff are knowledgeable about the results of a community satisfaction survey

Record of Advisory Committees: calendars, membership, minutes

Stakeholder survey data

Stakeholders affirm their satisfaction with their level of involvement

Other: Superintendent makes presentations to local businesses, civic groups and religious organizations

Other: District Strategic Plan, administrative meetings

**2.13 Implements an evaluation system that provides for the professional growth of all personnel:**

*Highly Functional*

Evidence Provided:

District staff are knowledgeable about access to and participation in a professional growth program

District staff are knowledgeable about the criteria, timeline, process, procedures, and dispositions by which they will be evaluated

Documentation of salary schedules

Handbooks demonstrate staff evaluation system

New staff orientation materials

Policies demonstrate evaluation criteria, timelines, and termination processes

Policies demonstrate professional growth opportunities

Professional development plan for all staff

Other: mentors for new teachers, training for bus drivers, cafeteria workers and custodians, professional learning opportunities for paraprofessionals, administrative walk thrus, Georgia Teacher Evaluation Program (GTEP), technology training, CLASS Keys

Other: Professional learning evaluation form, consolidated application, professional growth plans for teachers

**Focus Questions:**

***1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school system and its schools?***

The Chickamauga City School System is governed by a 5-person Board of Education who are experienced, qualified and focused on continuous improvement. Annually, they receive professional development from the Georgia School Board Association (GSBA) and together they have over 70 years of service as board members in this district. The primary role of the Board is to adopt policy that provides structure and governance for the efficient operation of the school system. The Board clearly understands its role as policy makers, allowing the Superintendent freedom to manage the system within the Board's policies. The Superintendent, administration, and staff are responsible for the day to day operations of the school district.

The Chickamauga City Board of Education, representing the citizens of this community, is the governing body which determines all questions of policy. Proposals regarding school system policy may originate from several sources. Some examples of sources which may propose school school system policy are parents, taxpayers, employees, students, Board members, Superintendent, civic groups, or other concerned individuals. Proposed policies, whether new or amended, that originate from sources other than the Board, the Superintendent, or individual Board members, must be submitted in writing. All written submissions must be given to the Superintendent/Secretary of the Board and must explicitly state their potential contribution in furthering the goals of the school system. In cases where the proposed policies or amendments to policies originate from Board discussions or Board action, the Superintendent shall prepare the above written statements on behalf of the Board.

The Superintendent is authorized and directed to establish and maintain such administrative process as will be needed to ensure that full and adequate deliberation by all interested parties or their representatives precedes any recommendation by the Superintendent to the Board regarding a proposed policy or policy amendment.

Following full review by the Superintendent, the policy shall be brought to the Board for consideration along with the Superintendent's recommendation. All policies of the Board of Education shall be available for review at the Superintendent's office and also online.

Adoption Procedure:

The adoption of board policies shall follow this sequence which will take place at regular or special meetings of the Board:

1. Prior to enactment, all policy proposals shall be titled and coded as appropriate to subject and in conformance with the codification system used in the Board policy manual.
2. Insofar as possible, each policy statement shall be limited to one subject or issue.
3. Policies and amendments adopted by the Board shall be attached to and made part of the minutes of the meeting at which they are adopted and shall also be included in the policy manuals of the school system.
4. Policies and amendments to policies shall be effective immediately upon adoption unless a specific effective date is provided in the adopted resolution.

• Emergency Procedure

On matters of unusual urgency, the Board, by majority vote of the full Board, may waive the four-week limitation and take immediate action to adopt new policy or to revise existing policies. When such immediate action is necessary, the Superintendent shall inform concerned groups or individuals about the reasons for this necessity. In an effort to enhance communication and efficiency, the Chickamauga City School System purchased a service from the Georgia School Board Association (GSBA) called E-Board which enables stakeholders to view system Board policy online. Additionally, each school and the central office maintain a printed policy book. To ensure policies are up to date and in compliance with state and federal mandates, policy review is performed on a consistent basis.

Each spring in administrative meetings, the Superintendent and school administrators review policies to determine if changes are needed. Every effort is made to amend/approve policies by the end of the school year so that staff, students, parents, and other stakeholders are aware of any changes that will be in effect for the next school year. Additionally, every student in the Chickamauga City School System must make application for enrollment every year. Each application is accompanied by a packet for families to keep. It contains the school calendar, dress code, attendance policy, discipline policy, and other information and policies that will be helpful to them.

During the July administrative meeting, the Superintendent stresses the importance of principals being familiar with operational policies and administrative procedures at the school level. The Superintendent also keeps the Board of Education and the district leadership team informed of any legislation that may affect our local system either positively or negatively. The district and school leadership teams in the Chickamauga City School System play a vital role in the communication of policies to stakeholders. Particularly important is the role of the principal in communicating policy to local school staff members. To a great extent, procedures for the operation of the school system are communicated at monthly administrative meetings. Collaborative discussion regarding content of operational documents ensures that all leaders are given adequate direction and assistance in carrying out their duties and responsibilities.

Chickamauga City Schools utilize several means of communication regarding policies and procedures. In the spirit of local control, faculty and student agendas/handbooks are unique to each school, with the Superintendent and central office staff having oversight regarding the content. Developed by the leadership teams within each of the schools, the agendas/handbooks are available in hard copy format for stakeholders. Who have students at Chickamauga Elementary School and Gordon Lee Middle School.

The Superintendent communicates through whole-staff faculty meetings at least 3 times per year and also utilizes email with staff. Other means of communicating information are Board of Education meetings, School Council

meetings, PTO meetings, school marquees (signs), Principal and teacher newsletters, School Max I-Parent (which allows parents to access their child's information), system website, and Twitter.

The Superintendent is extremely involved in community activities/organizations which provide an additional forum for communication and building of public support. In March of 2011, the Chickamauga community passed the 4th E-Splost which will assist the system greatly. Additionally, monetary support for the system comes from several other sources, such as civic clubs, organizations, and one independent foundation. These sources are a tremendous resource for the system since it ranks #162 of the 180 Georgia systems in terms of system wealth. Through the annual budget process, the Board of Education attempts to protect its financial stability and typically has a small uncommitted fund reserve. The Chickamauga Board of Education and district leadership team understand the obligation to act as good stewards of public funds and system resources. Strategic planning enables the system to spend and operate efficiently.

All components of the system are protected by adequate insurance coverage. The District is regularly monitored by the state DOE in all aspects of operation and financial audits are performed annually. In order to ensure compliance with local, state, and federal laws, standards and regulations, system legal counsel is available as a resource.

***2. What process does the system's leadership use to evaluate system effectiveness and its impact on student performance?***

The Chickamauga City School System utilizes a variety of strategies and multiple information sources to determine the academic needs of its students and to evaluate the progress of academic improvement. The system participates in the state testing program annually. When results are received, the system administrative team analyzes the data to monitor progress toward meeting academic goals and to identify areas in need of additional focus. At this time, a district improvement plan is developed. This plan provides direction, strategies for improvement, and also identifies resources that will be needed in order to achieve the identified goals. Each principal presents the district plan to their staff, and they drill down into the data even further. The principal and the staff examine subgroups and individual student levels in order to better meet the needs of all learners. Administrators and teachers use this data to guide instruction in order to meet state standards and the academic goals of the system. At the beginning of each school year, two professional learning days are provided for data review and planning. From this review and planning, goals for the school year are determined, and a school improvement plan is developed for each school. These plans are aligned to the system plan and are evaluated annually.

System and school leadership evaluate, on a daily basis, the effectiveness of processes and procedures and the impact of system practices on student performance. In an effort to efficiently utilize time, teachers are expected to teach from bell to bell. The system, with input from staff, has come to a consensus that students must score a minimum of 80% in order to have achieved mastery. When students do not master the lesson, a variety of strategies are utilized, including re-teaching and remediation, which is built into the daily schedule in grades K-8. Progress toward meeting school improvement goals is monitored frequently through data analysis, classroom observations, and instructional walk-throughs. A locally developed template based on Class Keys and aligned to curriculum initiatives is utilized for the instructional walk-throughs. Instructional leaders collect data during the informal observations that track progress on initiatives across the school. School-level administrators make use of the data to examine implementation efforts at their respective schools. Teachers are also evaluated annually by administrators who are trained to use the Georgia Teacher Evaluation Instrument. Additionally, teachers are provided feedback from the walk-throughs performed throughout the year and are also provided growth data which determines the progress students have made during the year of instruction. All these sources are discussed at the end of the year conference between the teacher and principal. All teachers are encouraged to continuously

improve their skills, but if an area of improvement is identified, it is addressed and support is provided for the teacher to assist in his or her improvement. If needed, a Professional Development Plan (PDP) is developed by the teacher and administrator and a strategy for improvement is put in place. Progress of the PDP is monitored by the administrator. Each year the system conducts surveys for staff, parents, and students. The surveys are a great way to see what is working well, and what needs to be addressed in the system improvement plan.

A key communication tool used for monitoring progress on the district goals is the Balanced Scorecard—an annual report which provides longitudinal data concerning organization and student performance goals. The District Balanced Scorecard is available on the Chickamauga City School System website. The Chickamauga City School System has an up to date 5-year facilities plan for providing equitable facilities for all students. The financial resources are allocated in a manner that provides all students equitable learning opportunities to help meet the district’s academic goals. Frequent updates to the Strategic Plan, the Balanced Scorecard, Facilities Plan, School Improvement Plans, and survey data keep the District’s leadership focused on aligning the system’s resources (human, instructional, financial and physical) to best support the Chickamauga City School system’s vision and mission for student learning.

The Chickamauga City Board of Education receives monthly updates and reports from the Superintendent on many topics. Some of these topics are student achievement data, facilities, personnel and strategic plan updates. Additionally, school administrators annually present their school improvement plans to the Board. In July, administrators report to the Board and provide performance data for each goal in order to determine if the goal was met or if it should be carried over into the next school year’s improvement plan. The Chickamauga City Board of Education monitors progress toward the goals in the District Improvement Plan through the Balanced Scorecard and through the presentations by building level principals and system leadership.

***3. In what ways are stakeholders, including system and school staff, given opportunities to provide leadership and to contribute to the decision-making process?***

Stakeholder involvement is extremely important to the overall success of the Chickamauga City Schools. We are very fortunate to have the degree of involvement that is present within our system. The District Improvement Team (consisting of: Superintendent, Director of Curriculum & Instruction, Director of Special Education & Programs, Principals, Assistant Principals, and one teacher from each school) sustains the system vision and mission. This team also provides guidance, support and resources to leaders and staff members at each school. The system’s strategic approach to using these resources in all facets of school operations greatly enhances the achievement of long and short range goals.

At the school level, each principal maintains a school improvement team. The configuration of the improvement teams vary from school to school as local control of the operations in his or her school is held by the principal. In addition to the school improvement team, each principal also relies on his or her school council for consultation in matters of interest to the school and its stakeholders. The principals and their staffs foster a sense of community and cooperation, promote a positive climate, and develop a shared understanding of purpose that drives the work of the school. Leadership within all parts of the school is distributed. The principals collaborate with staff members and other stakeholders to elicit their input and provide opportunities for shared decision-making and problem-solving to ensure accountability for collaborative achievement of student and organizational targets. At the school level, parents and guardians of special education students participate in important decisions associated with their child’s Individualized Educational Plan (IEP). For all practical purposes, the IEP is a contract between the district and the student’s parents or guardians. Similar opportunities exist for the parents/guardians of students on 504 plans and those who have students on a Response to Intervention tier. Students throughout the system have leadership opportunities and decision-making opportunities through their School Councils. Extracurricular programs, especially at Gordon Lee Middle School and Gordon Lee High School, also provide a multitude of leadership opportunities.

All stakeholders have opportunities to provide leadership and to contribute to the decision-making process. Stakeholders annually complete a survey to assess and address expectations, stakeholder satisfaction, and next steps for system/school improvement. A number of forums exist for stakeholder input throughout the system, including but not limited to School Councils, PTOs, local school leadership teams, System CTAE Advisory Committee, Walker County Chamber of Commerce Education Committee, Retired Teachers Association, the B.E.A.T. Partners in Education, Technology Committee, and the Teachers of the Year. The Superintendent regularly meets with community organizations/churches to share updates regarding student achievement, policies, Balanced Scorecard, budget, and facilities.

The Chickamauga City School System provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership. There are numerous organizational structures and processes to encourage the involvement of students, families, and community members to play an active role in school governance, decision-making, and problem-solving. These structures and processes produce positive changes in school operations, organizational performance, and student achievement.

#### ***4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?***

The Chickamauga City School System has always placed great value on certified teachers, teaching in-field. Even before the days of Highly Qualified teacher status, teachers in the Chickamauga City School System met the requirements.

Having only 3 schools, one at each level, including elementary, middle and high school, it is easy to make sure that equality is sustained. Each school has equal resources given the number of students and its needs. Chickamauga City Schools ensure that every student has the same opportunity of having quality instruction by monitoring:

- "Highly Qualified teacher" status,
- Teacher instructional experience,
- Class size,
- Teachers' preparation and ability to meet the diverse learning needs of all students,
- Teachers' ability to positively impact student achievement,
- A needs assessment that includes required equity components,
- Involvement of all stakeholders in the needs assessment, prioritization of needs, and action planning as related to Title II-A and equity components, and
- Recruitment and retention of highly qualified, effective teachers

Chickamauga City Schools monitor the following components by school and system: AYP status, % economically disadvantaged, % teachers HiQ, % paraprofessionals HiQ, average teaching experience, teacher-pupil ratio, teacher training to meet the diverse student needs, and teacher retention rate, which is extremely high. In order to evaluate the need for teacher training to meet diverse student needs, school administrators evaluate the surveys that are distributed to stakeholders, test data and teacher survey data. Class sizes for schools and classrooms are examined closely by system and school administrators. The Equity Plan is reviewed and updated annually.

It is our goal to ensure that all students have access to highly qualified and experienced teachers. Additionally, the District encourages and supports innovative instructional strategies and techniques. The most modern technology is available in every classroom and training is provided for staff to integrate technology into their classroom instruction. The Superintendent makes school administrators and teachers aware of grants and initiatives they may

wish to pursue and offers support in these endeavors as well. The school system embraces researched based strategies but encourages teacher creativity and innovation in order to engage students and make the learning meaningful.

**Overall Assessment:**

**Highly Functional:** The school system has leaders who are advocates for the system's vision and improvement efforts. The leaders provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders ensure collaboration and shared responsibility for system and school improvement among stakeholders with clearly defined expectations for each stakeholder group. The leaders provide stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership. The system's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the system and its schools functions.

DRAFT

## Standard 3. Teaching & Learning

**STANDARD:** The system provides research-based curriculum and instructional methods that facilitate achievement for all students.

**Impact Statement:** Impact Statement: A system is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system ensures that teachers use proven instructional practices that actively engage students in the learning process; provide opportunities for students to apply their knowledge and skills to real world situations; and give students feedback to improve their performance.

**Indicators RubricGroup:** Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

### Definitions of Indicators RubricGroup:

<b>Not Evident</b>	Little or no evidence exists
<b>Emerging</b>	Evidence indicates early or preliminary stages of implementation of practice
<b>Operational</b>	Evidence indicates practices and procedures are actively implemented
<b>Highly Functional</b>	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

**INDICATORS:** In fulfillment of this standard, the system:

### 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills:

*Highly Functional*

Evidence Provided:

Communication of NCLB performance targets

Curriculum pacing guides

District provides guidelines for lesson plan development that include learning objectives

District staff can articulate student learning expectations

District staff/others meet regularly to discuss student progress and remediation

Formative assessments: quarterlies, etc.

Staff can articulate curriculum sequencing and grouping

Other: data displayed in the schools, GPS and CCGPS training, benchmark assessments, state mandated tests

**3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning:**

*Operational*

Evidence Provided:

Course syllabi outlining criteria for student involvement

Guidance on lesson plan development show how students are involved in establishing their own learning goals

Samples of student work

Students affirm their involvement in their own learning

Other: professional learning on thinking maps, GA College 411, training on RTI- Pyramid of Interventions

Other: balanced scorecard

**3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels:**

*Highly Functional*

Evidence Provided:

Assessment data

District staff/others can identify research used to align instruction

District staff/others meet to analyze data and align instruction

District staff/others meetings regularly include data analysis

Grade reports

Professional development calendar and topics

Surveys

Transcripts, certificates

Other: professional learning council, use of Georgia School Keys standards

**3.4 Supports instruction that is research-based and reflective of best practice:**

*Highly Functional*

Evidence Provided:

Agendas, minutes of staff/grade level/department/program meetings

Cross-content curriculum guides

District staff/others meet to share best practices

Guidance on lesson plan development

Guidance that promotes a variety of instructional design and delivery strategies

Professional development plans

Professional learning opportunities focus on best practice instruction

Student display of project-based learning opportunities

Other: CCGPS training, training on RTI- Pyramid of Interventions

Other: professional learning evaluations and surveys, research based instructional frameworks/strategies (GA Frameworks)

**3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity:**

*Operational*

Evidence Provided:

Curriculum includes attention to diversity

District staff are knowledgeable about state and national curriculum standards

District staff are representative of the school and community demographics

Graduation requirements

Master schedule

Promotion, graduation criteria

Standards-based curriculum: state and national standards

Other: AP courses, inclusion classroom instruction for SWD, district strategic goals address achievement for all students, increasing the number of gifted certified teachers, increased number of ESOL certified teachers, RTI-pyramid of interventions

**3.6 Allocates and protects instructional time to support student learning:**

*Operational*

Evidence Provided:

Instructional calendar: days, hours

Lesson plans are followed during teacher absence

Master schedule

Policies and guidelines that demonstrate that all program requirements are met

There are few instructional interruptions: PA system, visitors, etc.

Other: substitute teacher training, use of alternative schedules at the middle and high schools to protect instructional time, monitors state required number of instructional minutes

**3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment:**

*Highly Functional*

Evidence Provided:

Articulation agreements between agencies

District staff are knowledgeable about student learning expectations of previous and subsequent grade levels

Policies and guidelines granting dual-credit, transfer of credit

Transition policies

Other: Apply to college day, student transition meetings, parent orientation meetings, Teachers as Advisors program (CHAMPS & TAG)

**3.8 Supports the implementation of interventions to help students meet expectations for student learning :**

*Highly Functional*

Evidence Provided:

After-school programs

Counseling programs: curriculum, schedules, staffing

District staff affirm that there are multiple opportunities for students to get support

Individualized Development/Career Plans

Schedule of opportunities, activities that support special learning needs

Students affirm that they have opportunities to get support for their school experience

Other: credit recovery opportunities, RTI-pyramid of intervention, graduation test review, Title I summer school, graduation coach at the high school, remedial education, Early Intervention Program (EIP)

**3.9 Maintains a system-wide climate that supports student learning:**

*Operational*

Evidence Provided:

Database of student behavioral incidents

District staff affirm that they are involved in promoting positive school climate

District staff/others meetings provide time for discussions about climate

Policies for student behavior, remediation, due process, appeals

Reward system for positive behavior

Stakeholder satisfaction survey data

Other: Renaissance programs, student recognitions at Board meetings

**3.10 Ensures that curriculum is reviewed and revised at regular intervals:**

*Operational*

Evidence Provided:

Agendas and minutes from school board meetings (they have to approve the curriculum changes)

District staff affirm that they are involved in the curriculum review and revision process

District staff are knowledgeable about the timeline and process for curriculum review

District staff stays informed of curricular changes in other entities (neighboring districts, state, federal, organizations)

Other: curriculum and school improvement discussions are part of administrative meetings, review of curriculum through teacher-led meetings across grade levels and content areas

**3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction:**

*Operational*

Evidence Provided:

Budget allocating appropriate funds for technology - software, hardware, and infrastructure

District staff affirm that technology supports their curriculum and instructional programs

Facilities map indicating technology services/lab

Staffing chart demonstrating allocation of appropriate technology staff

Students and staff affirm that technology is embedded within the teaching and learning process

Technology staff/services demonstrate their involvement in support of student achievement

Other: professional learning on how to integrate technology into the classroom, online interactive curriculum guide program

Other: electronic IT work order system , I-Parent, teacher webpages, system and school websites

### **Focus Questions:**

#### ***1. How does the system ensure the alignment and articulation of curriculum, instructional strategies, and assessments in support of the expectations for student learning?***

In order to provide all students with a high quality education, Chickamauga City Schools ensures the alignment and articulation of its curriculum, instructional strategies, and assessments by building upon the Georgia Performance Standards (GPS) which are provided by the Georgia Department of Education. The GPS provide teachers with a viable, consistent, research-based guideline for instruction that clearly defines and specifies what students are expected to know in each subject area and grade.

Beginning in the 2004-2005 school year, Chickamauga City Schools began to implement the Georgia Performance Standards (GPS) and phased out the Georgia Quality Core Curriculum (QCC) as the foundational curriculum. During the 2011-2012 school year, the Common Core Georgia Performance Standards (CCGPS) were introduced in the areas of math, English, language arts, and reading. Common Core Georgia Performance Standards in reading and writing in all subject areas have also been introduced at this time. While the GPS is still the foundational curriculum used this year, we are beginning to focus our professional development on these areas of the CCGPS in order to smoothly transition to the CCGPS next year.

The Georgia Department of Education has been instrumental in not only assisting us to align our curriculum, but also in the implementation of this curriculum by providing us with The Georgia Instructional Frameworks. The Frameworks include curriculum maps, pacing guides, essential questions, learning activities, rubrics, videos, and other resources for the units which are outlined. The Frameworks also provide resources which ensure the curriculum is aligned vertically. Teachers are required to use the Frameworks in order to direct their lesson planning. Teachers may add to the Frameworks, but may not take anything away from them. Curriculum guides are housed in the Central Office and in each school which include updated lessons and units for all content. We have recently begun adding an electronic version of the curriculum guides, which will make it easier for teachers to access the guides and update the materials that they are using for their lessons. Each school has its own method of monitoring the use of the Frameworks, but monitoring does occur regularly by viewing the lesson plans and unit plans, as well as by formal and informal observations and evaluations. Furthermore, by using the recommended performance tasks and other resources provided by the Frameworks, we are certain that our assessments are also aligned.

In addition to the Frameworks, each school uses many other forms of assessment. Students in the Chickamauga City School System participate in a number of Georgia state mandated testing programs annually, and in addition, teachers utilize other program-specific assessment tools. Since the assessment tools used are mandated by the state of Georgia, they are in alignment with the curriculum and Frameworks which are provided by the state.

Our system also uses benchmark testing in order to assess student learning. Initially, our system began a comprehensive assessment program utilizing a program called Thinkgate. We administered system wide benchmark testing three times per year. The results gave vital information concerning the progress students were making and also identified areas in need of additional instruction. As teachers became more comfortable with the process, they wanted to create their own benchmark tests. Teachers creating their own benchmark tests was

incorporated into the testing process and now, rather than the system dictating the timeframe for testing, teachers determine when their benchmarks will be given. It has now become an integral part of the classroom. Teachers have the ability to analyze the data, determine which students are in need of remediation, and the data is truly driving instruction. The data is timely, reliable and planning has become more individualized in order to meet the needs of all learners, which enables us to provide all students with a more valuable learning experience.

***2. In what ways does the system promote and support the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?***

The Chickamauga City School System promotes and supports the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students in many ways. First, and foremost, the Georgia Performance Standards (GPS) and the Georgia Instructional Frameworks guide our instructional strategies and activities, ensuring that we implement research-based instructional strategies and activities.

The Chickamauga City School System selects and implements scientifically and /or evidence-based teaching practices and materials targeting assessed needs. When teachers return to school in August, a system meeting is held and test data results are reviewed. Each school, along with system level administrators, closely analyzes their data by grade level, subject area, and sub-group. It is noted which areas have shown improvement, which areas are in need of additional focus and which areas show gaps in learning. All staff members have access to the data and an opportunity to provide input. Once needs are identified, curriculum choices are made using scientifically researched and /or evidence based practices or products.

To ensure that funds are spent on scientifically and/or evidence based practices and materials, purchases must be approved and signed off on by the program director. In addition, any purchases over a \$1,000 must be approved by the Chickamauga City Schools Superintendent.

Professional learning is ongoing and is focused on improving student achievement. Each school has a professional learning resource area and teachers are collaboratively working together to increase student achievement. Teachers are learning to assess more frequently and to utilize flexible grouping more often. Flexible grouping is allowing teachers to focus on specific areas of weakness for each student.

All schools in the Chickamauga City School System are committed to helping students meet expectations for student learning. In order to ensure achievement of all students, all schools offer help outside of the regular school day, as well as offering some remediation and enrichment time during the regular school day when possible.

The Elementary School provides tutoring two times a week after school along with their Homework Helpers program. Tutoring is used by students who are struggling with specific issues. Time is used after school to focus on those specific issues. On the other hand, Homework Helpers is set up to focus on students whose parents or caregivers have said they need help making sure the child's homework is being done, and being done correctly. The Elementary School also has a time period built into the daily schedule where teachers assess students regularly and focus on specific struggles the child may be having. Flexible grouping is utilized during these periods and specific areas of concern are focused on during these scheduled times. Flexible grouping rosters are utilized to review for fluidity and customization. The CRCT data in grades 3-8 is charted from year to year to see gains in the meets and exceeds category. Data drives changes in our School Improvement Plans.

Gordon Lee Middle School uses a similar format for ensuring students meet expectations for student learning. The middle school offers tutoring after school and also has a class period built into their schedule for remediation and enrichment. Each grade has a Study Skills teacher who focuses on remediating students each day for an entire

class period. The period is built into the students' schedule. During the remediation time, teachers work together to assess students regularly and analyze those results. Once needs are identified, the Study Skills teacher focuses on specific areas of weakness daily. While the time is scheduled into the child's day, the focus of the period changes regularly in order to meet the needs of each child.

Gordon Lee High School offers tutoring after school two times per week in order to assist struggling students. In addition, teachers are available before school and during break time to address issues that the students may be experiencing. The 4x4 block schedule at the High School allows teachers time in class to remediate and enrich students where needed.

In an effort to facilitate achievement for all students, the District Leadership Team and the School Improvement Teams examine and analyze test data of all students, content areas, and subgroups including students with disabilities, economically disadvantaged, gifted, English Language Learners and gender. The disaggregated data is shared and discussed in faculty meetings with all school staff members and used to determine the academic needs of the student body. The District and School Improvement Teams also analyze organizational and instructional practices to determine which ones have a positive impact on student achievement and which ones are not effective. System and school personnel also use parent, teacher, student, and community surveys and failure, dropout, retention, and graduation rate data to help determine the academic needs of the students. Surveys are also given to parents of students who receive Title I and special education services to determine specific program needs. To successfully teach to the needs of all students, particularly students with disabilities, students with special learning needs (including gifted and talented) and those with limited English proficiency, specific classes and workshops have been included in Chickamauga City Schools' professional learning plan. These include training for teachers who work with students with disabilities, trainings to increase the number of AP teachers so that more AP courses can be offered in the high school, training on differentiated instruction, gifted endorsement classes, training in understanding and using data and assessments to improve classroom practice and student learning, and classes which support implementation of the Common Core Georgia Performance Standards. Chickamauga City Schools recognizes that our students have diverse academic needs and learn in different ways. The curriculum reflects a wide range of courses provided to support and challenge all students. From the Title I and Early Intervention Programs to the gifted and AP programs, students are supported and encouraged to succeed and excel. Inclusion in the general education setting for special needs students is utilized at all schools. High standards are the norm for all students targeting a minimum of 80% mastery.

***3. What processes are implemented to ensure that all staff members are well-prepared to support and implement the district's expectations for student learning?***

Chickamauga City School System works hard to ensure that all staff members are well-prepared to support and implement the district's expectations for student learning. We begin as soon as a new employee is hired and continue to prepare them daily in order to provide our students with the best possible learning experience.

Once a principal has identified an applicant as someone he/she would like to employ, the candidate must meet with the Superintendent of Chickamauga City Schools. In this meeting, many things are discussed, but great emphasis is placed on the district's expectations, including the expectations for student learning.

At the beginning of each year during Pre-Planning, several steps are taken to begin preparing both veteran and new employees for the upcoming year. A New Teacher Orientation is provided for all new employees. During this orientation, information is provided to new employees regarding processes and programs as well as a focus on expectations of teachers and of student learning. A system-wide meeting is also held and test data results are reviewed. Each school, along with system level administrators, closely analyzes their data by grade level, subject area, and sub-group. It is noted which areas have shown improvement, which areas are in need of additional focus and which areas show gaps in learning. All staff members have access to the data and an opportunity to provide

input. Once needs are identified, curriculum choices are made using scientifically researched and /or evidence based practices or products. The Chickamauga City School System selects and implements scientifically and /or evidence-based teaching practices and materials targeting assessed needs.

As the year progresses, teachers and administrators attend professional learning in order to support student learning. Professional learning activities are provided which improve teacher knowledge on research based instructional strategies and practices in meeting the needs of students with diverse needs, including gifted and talented, ESOL, and students with disabilities. Some recent professional learning opportunities include:

- Common Core Georgia Performance Professional Standards
- Thinking Maps
- MSP Grants (math and science partnerships)
- Gifted Endorsement
- ESOL
- STEM (Science, Technology, Engineering and Math) training

Professional learning is ongoing and is focused on improving student achievement. Each school now has a professional learning resource area and teachers are collaboratively working together to increase student achievement. Teachers are learning to assess more frequently and to utilize flexible grouping more often. Flexible grouping is allowing teachers to focus on specific areas of weakness for each student.

To support student learning even more, instructional time is maximized and interruptions during the instructional day are minimized. Teachers are expected to begin instruction at the start of every class and continue instruction for the full amount of class time. Students are actively engaged in standards based learning and there is increased time on task. Announcements are made at the beginning and end of each day to reduce interruptions. E-mails are used to provide teachers with information. Teacher and parent conferences are held before school, during planning periods, or after school. Field trips are instructional, limited in number, and must be approved by the Board of Education. Logs are kept and monitored for school imposed absences. Alternative daily schedules are used for assemblies, club periods and advisement sessions. A few minutes are taken off of each class rather than the entire time from one class. Additional club meetings are held before and after school hours. Grade level teachers have common planning time at the elementary and middle school levels.

***4. How does the system ensure that all students and staff have access to comprehensive information, instructional technology, and media services?***

Chickamauga City School System is committed to providing students and staff comprehensive information, instructional technology, and media services.

Integrating technology into the classroom is a priority. Each teacher has a PC and units available for student use. Additionally, computer labs are available at each of the schools. Each school media center has a bank of computers for student use. In order to provide more technology with fewer wiring issues, the entire elementary school was completely rewired. The central office, high school and middle school have wireless access throughout the school and Chickamauga Elementary School has wireless access in its media center.

Availability and maintenance of technology is a continuous challenge. Several independent foundations donate funds annually and much of this is used to expand and upgrade technology. In an effort to improve technology efficiency the system has entered into a rental agreement to lease technology and replace it every three years. All teachers received new computers this year and computers in the computer labs were updated throughout the system. One computer lab is maintained at elementary and middle school. Two computer labs are available at the high school.

All classrooms are equipped with a SMART Board and projector and all teachers have access to a Student Response System. The Student Response System enables teachers to know instantly if a student has an understanding, and if not, re-teaching can take place immediately.

This school year the elementary school developed a library website. Every student has their own personal login to the site that allows them to search the books available in the library. Parents and students can view the books they have checked out, put books in their personal list to check out later, search teacher resource lists and view professional reviews on books. Students can even write their own review of books and submit them to be posted on the website.

### **Overall Assessment:**

**Operational:** The school system implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system demonstrates evidence of alignment between the curriculum and instructional practices with systematic implementation across the system. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance.

## Standard 4. Documenting & Using Results

**STANDARD:** The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and system effectiveness.

**Impact Statement:** A school system is successful in meeting this standard when it uses a comprehensive assessment system based on clearly-defined performance measures. The assessment system is used to assess student performance on expectations for student learning, identify gaps between expectations for student learning and student performance, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to system and school leaders, teachers, and other stakeholders in understanding student performance, system and school effectiveness, and the results of improvement efforts.

**Indicators RubricGroup:** Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

### Definitions of Indicators RubricGroup:

<b>Not Evident</b>	Little or no evidence exists
<b>Emerging</b>	Evidence indicates early or preliminary stages of implementation of practice
<b>Operational</b>	Evidence indicates practices and procedures are actively implemented
<b>Highly Functional</b>	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

**INDICATORS:** In fulfillment of this standard, the system:

**4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free :**

*Highly Functional*

Evidence Provided:

Assessment system that records multiple assessments

Assessment system that safeguards validity, confidentiality, identification

Calendar of assessment activities

Database that records graduation, completion, GPA, placement, retention rates

Dedicated unit/staff for assessment and data reporting

District staff use data to inform policies and practice

Online assessment system

Policies that outline targets for behavioral standards: attendance, discipline

Record of multiple assessments administered, including program-specific required assessments

Staff affirm the use of multiple measures for student performance

Stakeholders are familiar with the administration and purpose of multiple assessments

Stakeholders are knowledgeable about the assessment schedule

Stakeholders implement multiple assessment system

The development and administration of multiple assessments consider limited-language learners, students with disabilities, and multiple learning styles

Other: DIBELS; STAR Reading; Study Island; Online Assessment System (OAS)

Other: System testing calendar, formative assessments; Criterion Reference Competency Test (CRCT) grades 3-8; grade 3, 5 & 8 writing assessment; Georgia Kindergarten Inventory of Developing Skills (GKIDS); Georgia High School Graduation Test (GHS GT) grade 11, Georgia End of Course Tests (EOCT) in 9th grade Literature, American Literature, Physical Science, Biology, Math I, Math II, US History, Economics; Access for ELL students; W-APT to determine ESOL eligibility; Georgia High School Writing Test grade 11

**4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning:**

*Operational*

Evidence Provided:

Agendas, minutes from staff meetings indicate use of data to drive instructional planning discussions

Agendas, minutes from staff meetings indicate utilization of data systems

Data graphs, charts display student performance expectations

District staff are knowledgeable about how to use student performance data for the purpose of instructional planning

District staff demonstrate the use of data when planning guidelines for instruction, through vertical and horizontal articulation

District staff utilize assessment data for the purpose of instructional and program planning

Student performance data reports, charts, graphs indicate system-wide use of data for instructional planning

Other: Annual analysis and revision of District Strategic Plan and School Improvement Plans; grade level and department meetings to review student data;

Other: Assessments and progress monitoring tools for programs such as special education, gifted, ESOL, Early Intervention Program (EIP), Title I, Response to Intervention (RTI); system balanced scorecard

**4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance:**

*Highly Functional*

Evidence Provided:

Data from multiple surveys indicate wide scale use of data to analyze instructional and organizational effectiveness

Database that records graduation, post-graduate engagement

District staff utilize perception data from surveys to guide program planning

Other: annual parent and teacher surveys; special education parent surveys,

Other: school council meetings; school faculty meetings; superintendent system wide faculty meetings; superintendent civic presentations; District Leadership Team meetings; School Improvement Team meetings

**4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders:**

*Operational*

Evidence Provided:

Agendas, minutes from meetings where student performance and school effectiveness were highlighted

District staff affirm the use of various communication methods to report student performance

Newsletters demonstrate communication of student performance and school effectiveness

Stakeholders affirm the use of various communication methods to report student performance

Other: school and principal newsletters; system and school websites; school progress reports and report cards; local newspaper; agenda and minutes from school council meetings, RTI meetings, IEP meetings, I-Parent on Schoolmax;

**4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness:**

*Highly Functional*

Evidence Provided:

Agenda, minutes of meetings in which comparative data were highlighted

District staff affirm their involvement in meetings in which comparative data were highlighted

Reports that outline comparable data analysis - across programs

Reports that outline comparable data analysis - across schools, districts, states, nationally

Other: District Leadership Team meetings; School Improvement Team meetings; Superintendent system wide faculty meetings; beginning of school data days

Other: Analysis of data from programs such as special education, gifted, ESOL, EIP, Title I

**4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence:**

*Highly Functional*

Evidence Provided:

Data reports disaggregate student performance growth

Data reports utilize identified growth model that is valid, reliable, and psychometrically appropriate

Data reports verify growth in student performance

District staff can identify reasons why student performance has increased/decreased

District staff can identify strategies for increasing student performance

Stakeholders can speak to and support the growth data

Other: School council meetings; school improvement team meetings; District level administrators meet annually with all teachers K-12 by grade level and/or department

Other: DIBELS; STAR reading; Study Island; system balanced scorecard; FTE reports; federal program self assessments; system and school AYP reports; annual state report card; IEPs

**4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations:**

*Highly Functional*

Evidence Provided:

District staff affirm their comfort with the level of data accuracy and security

Policies that outline the conditions for safeguarding and transferring transcripts

Policies that safeguard accuracy and security of all data

Reports that satisfy local, state, and national requirements

Stakeholders are knowledgeable about the conditions under which transcripts are safeguarded and transferred

Stakeholders indicate that they have seen reports that satisfy local, state, and national requirements

Other: School Max; forms for transferring records outside the school system; FERPA authorization forms; school handbooks

## Focus Questions:

### *1. How is the assessment system currently used throughout the school system and its schools to guide analysis of changes in student performance?*

The Chickamauga City School System utilizes a comprehensive assessment process to ensure the success of all students. This data-driven process guides improvement efforts throughout the school system by examining and analyzing multiple sources of data, planning for improvement, implementing strategies and evaluating results in order to assist in determining student progress and success.

Students in the Chickamauga City School System annually participate in a number of Georgia state mandated testing programs. In addition, other program-specific assessment tools are utilized throughout the school year. To identify the learning needs of students, prioritize improvements, develop effective instructional plans and monitor student progress, data from the following summative and formative assessments is utilized:

#### Summative

- Criterion Reference Competency Tests (CRCT) in grades 3-8.
- State Writing assessments in grades 3, 5, 8 and 11.
- Georgia Kindergarten Inventory of Developing Skills (GKIDS)
- Georgia High School Graduation Test (GHSGT) in grade 11.
- Georgia End of Course Tests (EOCT) in 9th English/Language Arts, American Literature, Biology, Physical Science, American History, Economics, Math I and Math II.
- ACCESS for ESOL
- CRCT-M (Modified) for students with disabilities in grades 3-8.
- Georgia Alternative Assessment (GAA) for students with disabilities.

#### Formative

- DIBELS
- STAR Reading
- Study Island
- Pre/Post assessments
- Rubrics
- Georgia Online Assessment System (OAS)
- Writing assessments
- Unit assessments
- Early Intervention Program (EIP) checklist

Summative and formative assessments provide personnel with the data needed to make informed decisions for continuous improvement. At the district level, summative data is used to evaluate the District Strategic Plan. During the summer, district and school level administrators analyze system and school data by grade level, subject areas and subgroups. These subgroups include students with disabilities, economically disadvantaged, gifted, English Language Learners and gender. Progress towards meeting the district performance goals and performance targets is determined and revisions are made based on the comparable data and the No Child Left Behind Annual Measurable Objectives (AMO). Action steps and strategies are analyzed to determine the effectiveness of

curriculum and instruction.

At the school level, summative assessment data is used to evaluate the school improvement plan. At the beginning of school each year, the school improvement teams analyze the data by grade levels, subject areas and subgroups to determine the progress in student achievement. Next, the action steps and strategies are analyzed to determine the effectiveness of instruction and practices. Adjustments and revisions are made to the goals, objectives and action steps to meet school and student needs. School Improvement Teams meet several times throughout the school year to monitor the school improvement plan, and then they share this information with staff members in faculty meetings and/or grade level meetings.

In addition, the schools collect and analyze formative assessment data to provide feedback to guide instruction, identify learning gaps and strengths and monitor progress. At the elementary level, the DIBELS reading assessment and STAR reading tests are given three times per year and are used to determine instructional needs for individual students. At the high school, middle school and elementary school level, Study Island, the Georgia Online Assessment System (OAS), pre/post tests and unit tests are used frequently throughout the school year in order to monitor progress and determine mastery of standards. Frequent benchmark assessments have become an integral part of the classroom. Teachers have the ability to analyze the data and determine which students are in need of remediation, and the data is truly driving instruction.

***2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by the system, its schools, and stakeholders to aid the performance of individual students?***

The Chickamauga City School System uses a variety of methods in an effort to communicate system, school and student performance results with stakeholders. Annually, administrators and teachers receive a copy of the Annual Yearly Progress (AYP) report, state report card and the system balanced scorecard. These reports are also located on the system website and shared through school/principal newsletters, local newspaper, PTO meetings, School Council meetings and Board of Education meetings. The Superintendent provides the community and parents with information that addresses system and school initiatives and performance results. She provides them with this information through an annual article in the alumni newsletter, a review and forecast for the local newspaper, articles in the Community Guide Magazine, and presentations to local businesses, civic groups and religious organizations. The Director of Special Education and Programs meets with each school council in the Fall to share the system mission, vision, district strategic plan and annual system performance results.

The Superintendent holds a system wide meeting at the beginning and end of each school year. On the first pre-planning day, the Superintendent sets the stage for the new school year by sharing goals, vision, performance results and expectations. During the post planning system wide meeting, the Superintendent communicates the year's accomplishments and achievement results. Annually, the Superintendent, Director of Curriculum and Instruction and Director of Special Education and Programs meet with all teachers by grade level or content area in an effort to emphasize goals for the year. At this meeting, they also conduct a student performance review for each grade level or content area, provide teacher growth data, give teachers the opportunity to identify needs, offer suggestions for improvement, provide an opportunity to discuss new educational initiatives the system will be implementing and provide a time frame in which they will be implemented.

At the school level, the principals and assistant principals work with the teachers to disaggregate summative performance data to identify strengths and needs by content area, subgroups and domains. Formative assessment data such as DIBELS, STAR Reading, Study Island, OAS and benchmarks is easily accessible by teachers and is valuable diagnostic data used in determining learning needs and monitoring progress. The data is timely, reliable and planning has become more individualized to meet the needs of all learners. Teachers share diagnostic data with parents and they work together to determine an individual student plan to address strengths and needs.

Students and parents receive progress reports every 4 1/2 weeks and reports cards every nine weeks. In addition, parents receive a CRCT student performance report with the first 4 1/2 week progress report. Parents have 24/7 access to I-Parent where they can monitor their student's grades and attendance online. School data is displayed in the schools for teachers and parents to view.

The State is now providing the Statewide Longitudinal Data System (SLDS) Tunnel which will allow educators to access longitudinal student data which includes all data currently collected for state and federal reporting and student level data utilized for scheduling, attendance, course grades and assessment scores. Plans are in place to expand the tunnel to provide more strategic information. Our system is the last group to be able to access this service, but it is imminent.

### ***3. How are data used to understand and improve overall effectiveness of the school system and its schools?***

The Chickamauga City School System utilizes many sources of data to evaluate the overall effectiveness of the school system and its schools. The comprehensive data-driven improvement process provides the tools to understand and make decisions to improve the overall instructional and organizational effectiveness. The system balanced scorecard and disaggregated data from formative and summative assessments provide personnel with the data needed to make informed decisions for continuous improvement. Data from the past five years is analyzed to assist system and school leaders in identifying areas of success and performance gaps. Additionally, the annual parent, teacher, student, and community surveys provide information on the perceptions of the stakeholders which is utilized in guiding the decision making process.

The District Leadership Team and School Improvement Teams are continually monitoring the progress of the district and school improvement plans. System and school data is compared to state and RESA area results. At one time, the state of Georgia placed all school systems in comparison groups. Essentially, they grouped systems based on similar demographics. While this is no longer emphasized at the state level, we continue to measure our performance and compare it to the other two systems that were in our original comparison group.

The district and school administrative teams regularly perform walk-through observations. A walk-through evaluation rubric was locally designed utilizing items from the Class Keys Instrument. The Administrative Team felt that many walk-throughs by multiple individuals would provide more specific information for teachers, which would be more beneficial in their effort to improve their instruction. Additionally, teacher growth data has been collected since 2008 and has been shared with teachers. The walk-through data and growth data provide teachers with information that can assist them to become more effective teachers.

### ***4. How are staff members across the system and its schools trained to understand and use data to impact teaching and learning in the classroom?***

In the fall of 2004, a commitment was made to participate in the Georgia Leadership Institute for School Improvement (GLISI). At that time, the District and School Leadership Teams were reorganized. Many concepts, strategies, and behaviors learned through the GLISI process have been modeled by team members which have led to positive changes in effectiveness at the system and school levels. Staff members continue to focus on analyzing and utilizing data to impact teaching and learning.

The District Leadership Team develops, monitors, and analyzes the district strategic plan. The School Improvement Teams are responsible for developing, implementing, monitoring, and revising the school improvement plans. The school improvement plans are reviewed and approved by the District Leadership Team annually. All school improvement goals are aligned with the district strategic goals. System and school administrators meet monthly to allow for monitoring of progress toward system and school goals by analyzing data, sharing information, determining school or program needs, and working together to coordinate and integrate

services. School Improvement Teams present their school improvement plans two times per year to the District Leadership Team. At that time, school improvement goals, strategies and progress data is reviewed.

Beginning in August 2007, a system-wide data study took place at the beginning of the school year. Teachers worked together to analyze the most current data and update school improvement plans. Teachers analyzed the data more thoroughly so that instruction could be improved for specific students or groups of students and effectiveness of instruction could be improved in targeted areas. This practice is still a very important beginning to each school year. Every year during pre-planning, administrators and teachers participate in a data day where data is disaggregated by subgroups, domains and grade levels and results are then used to analyze the school improvement plan and set improvement goals, strategies and targets.

The Chickamauga City School District maintains a system balanced scorecard which includes data on state and national test scores, attendance rates, graduation rates and perception data. District and school needs are identified by examining the balanced scorecard as well as other data sources, including annual parent, teacher, and student surveys.

District level administrators provide guidance and support to the schools by attending school improvement meetings, assisting in disaggregating and interpreting student data, identifying school needs and developing measurable goals and specific targets.

### **Overall Assessment:**

**Operational:** The school system uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. The assessment system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to system/school leaders, teachers, and other stakeholders in understanding student performance, school and system effectiveness, and the results of improvement efforts.

## Standard 5. Resource & Support Systems

**STANDARD:** The system has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

**Impact Statement:** A system is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that: enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The system employs and allocates staff well-qualified for their assignments. The system provides ongoing learning opportunities for all staff to improve their effectiveness. The system ensures compliance with applicable local, state, and federal regulations.

**Indicators RubricGroup:** Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

### Definitions of Indicators RubricGroup:

<b>Not Evident</b>	Little or no evidence exists
<b>Emerging</b>	Evidence indicates early or preliminary stages of implementation of practice
<b>Operational</b>	Evidence indicates practices and procedures are actively implemented
<b>Highly Functional</b>	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

**INDICATORS:** Human Resources. In fulfillment of this standard, the system:

**5.1 Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities:**

*Highly Functional*

Evidence Provided:

Agendas, minutes, decisions for district and school level IEP meetings

Appropriate space is provided for special need support programs

District staff can affirm that special needs students receive needed support

IEP: Individualized Education Plans

Native language usage is evident for the purpose of supporting learning

Personnel policies ensuring appropriate hiring practices

Professional learning opportunities

Program descriptions: Special Needs Populations

Schedules: District, School, Extra-Curricular; Transportation

Staff Handbooks

Staff schedules and assignments

Student Handbook

Other: assigning mentor teachers to newly hired teachers, annual new teacher orientation

Other: new teacher orientation agenda; professional learning agendas and sign in sheets; Equity Plan; belief statements; professional learning plan

**5.2 Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience):**

*Highly Functional*

Evidence Provided:

Labor agreement

Personnel policies ensuring appropriate placement

Personnel policies ensuring certification, licensure, evaluation, training

Policies regarding NCLB highly qualified teachers

Professional learning opportunities

Staff can affirm that they are teaching in their major area of study

Staff Handbook

Staff schedules and assignments

Staffing of both administrative and teaching positions is appropriate and adequate

Other: process for checking certification; ServSafe certificates; CPR trainings

Other: Highly Qualified (HiQ) report; Certified Personnel Information (CPI) report; Equity Plan; remediation plan for non-HiQ situations; state allotment sheets

**5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff:**

*Highly Functional*

Evidence Provided:

Budget demonstrates appropriate allocation for PD

Calendar, agenda, summaries of PD opportunities

District monitoring of professional development implementation

District staff are actively engaged in discussions that have resulted from their professional development experience

District staff can affirm their involvement in professional learning opportunities

Evaluation of PD data

Personnel policies that stipulate PD requirements

Professional development plan

Staff are aware of the requirements for continuous learning

Staff implement effective strategies based on their professional development experience

Other: professional learning prior approval process; professional learning evaluations; professional learning opportunities; training for paraprofessionals, bus drivers, food service workers and custodians; administrative meetings; school improvement team meetings; professional learning committee

Other: minutes from professional learning committee; district strategic plan; school improvement plans; consolidated application; professional learning certificates, professional learning surveys

**5.4 Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable:**

*Highly Functional*

Evidence Provided:

Budget demonstrates appropriate allocation for staffing

Class size indicates appropriate and effective support of student learning

Master schedule

Personnel policies and practices

Policies regarding NCLB highly qualified teachers

Other: state allotment sheets, CPI report; Equity Plan; class size reports;

**INDICATORS:** Financial Resources. In fulfillment of this standard, the system:

**5.5 Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement:**

*Highly Functional*

Evidence Provided:

Annual budget - current, forecasted, fund-equity

Consolidated Application (federal)

Facilities plan - current, future

Facilities protection documentation: insurance, amortization

Fiscal policies: use of all funding, including donations, reserves, discretionary

Infrastructure plans: short and long range

Practices that support appropriate use of allocated funds

Purchasing/replacement policies: adherence to EEO

School-level budgets

Space is adequate and appropriate to support student learning

State and Federal program budgets for targeted support

Other: annual budget; Financial Audits; federal grants budgets; five-year facilities plan

**5.6 Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures:**

*Highly Functional*

Evidence Provided:

Audit reports

Fiscal protection plans: insurance

Organizational oversight of fiscal authority

Payroll and purchasing policies and processes

Practices that support appropriate use of fiscal resources

Refund policies

Secure management of all fiscal processes

Other: monthly financial reports to the Board

**INDICATORS:** Physical Resources. In fulfillment of this standard, the system:

**5.7 Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment:**  
*Highly Functional*

Evidence Provided:

All district-wide facilities are properly maintained

Calendar of safety drills: fire, tornado, emergency crisis

District staff are involved in developing and implementing safety policies

District support staff are knowledgeable about safety policies

District-wide environment is clean and safe

Facilities maintenance reports and plans

HAZMAT (hazardous materials): policies and training

Policies and processes regarding safety

Policies and processes related to student/staff injury

Policies regarding dispensing prescription medications

Stakeholder survey data supporting safety

State and Federal regulations regarding special program safety requirements

Other: Automated External Defibrillators (AED) at the schools; Facilities & Maintenance Supervisor; annual bus safety training for students; random drug testing of bus drivers;

Other: parent/teacher surveys; five-year facilities plan; training documents for custodians, bus drivers and child nutrition workers; approved emergency preparedness plans; internet use policy;

**5.8 Establishes and implements written security and crisis management plans with appropriate training for stakeholders:**  
*Highly Functional*

Evidence Provided:

Crisis intervention committee

Crisis intervention plan

District staff and students are knowledgeable about emergency procedures

District staff are involved in the crisis intervention team

Emergency procedures

Health support staff are available

Secure record system

Staff Handbook

Student Handbook

Wellness policy

Other: safety trainings; collaboration with public safety, emergency management and social services agencies; employee trainings

Other: Approved Emergency Preparedness Plan; safety drill reports; support agreements with SchoolMax;

**5.9 Implements processes and plans for maintaining and improving sites, facilities, and equipment:**  
*Highly Functional*

Evidence Provided:

Appropriate district staff affirm their knowledge of the plan for physical asset maintenance and replacement

Physical assets plan: short-term and long-range

Policies and procedures for maintaining and improving physical assets: site facilities, infrastructure, equipment, etc.

Other: safety checks and routine bus inspections; facility audits; inspections by the insurance provider

Other: online work order/maintenance request system; five-year facilities plan; technology plan; ESPLOST plan; inventory reports

**5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals:**  
*Operational*

Evidence Provided:

District staff are knowledgeable about the short and long range plans for maintenance and replacement of technology infrastructure

Policies and procedures for maintaining and improving technology infrastructure: hardware and software

Policies and procedures regarding appropriate internet access

Policies and procedures regarding the purchase of technology tools

Stakeholders are knowledgeable about policies regarding appropriate internet access

Other: 21st century classrooms; wireless access; lease agreement for computers;

**INDICATORS:** Support Systems. In fulfillment of this standard, the system:

**5.11 Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students:**

*Highly Functional*

Evidence Provided:

Advisory plan and program

Alternative Education Program

District monitors instruction for special needs inclusion

District provides guidelines for classroom instruction that demonstrates variety of instructional methodologies to support all students

District provides guidelines for Response To Intervention program and is demonstrated at classroom level

IEP: committee, minutes, calendar, agenda, sign-in sheets

Individualized Development Plans

Master schedules demonstrating support for special needs

Policies and procedures that are ADA and IDEA compliant

Special Needs Department/Committee

Staff affirm their use of instructional strategies that support special needs inclusion

Staffing of Counseling and Guidance programs

Stakeholder survey data supporting special needs programs

Stakeholders affirm their support for the district's special needs programs

Student referral policies and practices

Student referral process and procedures

Students and staff affirm their understanding of special needs populations

Teacher certification, licensure, etc. supporting special needs

Translated materials demonstrate communication to special needs population

Other: 504 coordinator; ESOL coordinator; homeless liaison; system social worker; high school graduation coach;

system nurse; guidance counselor at each school; educational diagnostician; use of RTI process; tribunal process; transportation for extra-curricular activities; PE and health classes at all three schools; employee background checks; annual bus training; random drug screening for bus drivers; gifted instruction for identified students, Early Intervention Program (EIP) in grades K-5, before and afterschool tutoring services; credit recovery at the high school; summer school opportunities; ESOL instruction provided; Alcohol & Drug Awareness Program (ADAP) for 9th graders; Safe and Drug Free School survey completed annually by students in grades 6-12; CTAE Advisory Council

Other: home language survey; contracts with outside support services; IEPs; RTI/SST minutes; wellness plan;

**5.12 Provides student support services coordinated with the school, home, and community:**

*Highly Functional*

Evidence Provided:

Career Preparation Department/Committee

Community based programs

Curriculum for Career Preparation

District staff affirm that they receive regular training opportunities to support student behavior

District staff are knowledgeable in all aspects of appropriate social/emotional support for student learning behavior

Enrollment data - current status, trends

Guidance and Counseling Department/Committee

Job Placement program

Master schedule indicates availability of career preparation

Professional development: calendar, topics

Staff assigned to career preparation programs

Stakeholders are supportive of community-based programs to support student engagement

Students are enrolled in career preparation

Students are knowledgeable about career planning programs

Other: Teachers as Advisor program in grades 6-12; career advisement through GeorgiaCollege411; hospital/homebound services; parent/family nights; college visitations; parent newsletter at elementary and middle school; senior meetings with guidance counselor, student and parents; job shadowing; Vocational Rehabilitation program; CHAMPS curriculum; High School Work Based Learning Program;

Other: CHAMPS curriculum; 4-H programs; Family Collaborative meeting agendas; early college participation

documents; College & Career Pathway Plan

### **Focus Questions:**

***1. What is the school system's process for recruitment, induction, placement, development, evaluation, and retention of qualified professional and support staff across the system and its schools?***

Chickamauga City School District systematically monitors the Highly Qualified (HiQ) status of teachers and paraprofessionals by utilizing Professional Standards Commission's HiQ charts of statistics, viewing certification status of all teachers, working with CPI information and working with Principals in the hiring process. Currently, 100% of core academic teachers and 100% of paraprofessionals are Highly Qualified. Chickamauga City Schools has maintained 100% Highly Qualified status from 2003 to the present. Even though the HiQ status has been maintained at 100%, a procedure is in place for the development and monitoring of a remediation plan for non-HiQ teachers, non-HiQ paraprofessionals and non-professional, non-renewable certified teachers. Although the system has very little turnover, funding is utilized, if necessary, to recruit or retain highly qualified teachers so that equity for all students is ensured.

While Chickamauga City School System has 100% of its staff Highly Qualified, professional and support staff placements are examined yearly in order to ensure that all laws and regulations are being met. Furthermore, placements are studied to make sure that the needs of the students are being met and that all staff members are in the most effective places. Most recently, the Elementary school shifted multiple teachers into new grade levels and/or subject areas in order to better serve children based on areas of teacher strengths and years of experience.

Our staff is sufficient in number to meet the vision and purpose of our school system. Chickamauga City Schools are in compliance with all state and federal laws regarding maximum class size. When possible, we strive to have a lower number of students per teacher ratio in order to more effectively meet our vision.

There are several opportunities in place for evaluation of professional staff throughout the year. Primarily, a locally developed template based on Class Keys and aligned to curriculum initiatives is used by administrators during a walk through evaluation process. Teachers are also evaluated annually by administrators who are trained to use the Georgia Teacher Evaluation Instrument. These sources of evaluation are discussed at the end of the year conference between the teacher and principal. All teachers are encouraged to continuously improve their skills, but if an area of improvement is identified, it is addressed and support is provided for the teacher to assist in his or her improvement. If needed, a Professional Development Plan is developed by the teacher and administrator and a strategy is put in place in order to ensure progress is made. Progress is monitored by the administrator.

***2. How does the leadership ensure that the allocation of financial resources is supportive of the school system's vision, programs, services, and its plans for continuous improvement?***

The Board of Education and the system administrators utilize all available resources in order to support the district mission and vision. Funding allotments from various entities are actively pursued in the development of the budget. Resources from the federal, state, and local governments make up much of the funding for the school system; however, other funding sources include: grants, tuition, and private donations. In recent years, Educational Special Purpose Local Option Sales Tax (E-SPLOST) funds have been utilized to fund many priorities for the district, especially in the area of facility improvements.

The Superintendent, Finance Director, Program Directors, and Principals work together to ensure that financial resources are allocated in a manner which meets short and long term goals. Expenditures are also in alignment with the district and school improvement plans. Every effort is made to ensure that all funds are utilized by acceptable local, state, and federal standards. Specific policies are in place which regulate utilization of funds.

Both internal and external audits are conducted annually to ensure all procedures are followed. External audits are conducted by the Georgia Department of Audits and Accounts.

During a recent period of state and national economic decline, sound financial practices have been reinforced to make certain our priorities are met. The financial policy of the school district includes specific controls on expenditures. The Superintendent must approve purchases over \$1,000.00, and the Board must approve expenditures over \$5,000.00.

The Finance Director compiles data from all available financial resources, and along with the Superintendent, develops a system budget to be approved by the Chickamauga Board of Education. The budget is advertised for public comment. The Board continues to be involved in the budget process by reviewing and approving monthly financial statements throughout each school year.

Our Mission to graduate all students with a comprehensive, high quality education in an engaging, safe and supportive environment can only be accomplished with the wise stewardship of all funds entrusted to us. Every effort is made by all administrators to utilize funds wisely. In a system as small as Chickamauga, we continue to provide students with unique and challenging learning opportunities which will be the foundation for a successful future. Continuous improvement efforts have brought about new and improved learning environments in the areas of curriculum, instruction, staff development, technology, facilities, and extra-curricular activities. We continue to strive to make our funds meet our priorities through our budgetary process, and we are committed to exceeding expectations.

***3. How does the school system ensure, support, and monitor the provision of resource and support services that meet the needs of all students?***

In accordance with state law, the Chickamauga City School System maintains a five-year facilities plan under the guidance of the Georgia Department of Education – Facilities Division. The system works regularly with the Georgia Department of Education Field Representative to make certain the campus inventory of buildings and site improvements is accurate, up-to-date, and eligible for all state funding initiatives. Construction of new facilities, additions to existing schools, and modifications to buildings are overseen by the Superintendent.

To effectively utilize the expenditures of E-SPLOST funds, a committee consisting of the Superintendent, the Finance Director, and the Facilities Supervisor meet to gather data, analyze needs, establish priorities, and develop timelines for all E-SPLOST and Operations projects. The Facilities Office utilizes a type of graphic organizer to plan expenditures over a multi-year period. Projects are not removed from the organizer wall until they are planned, funded, and completed. The E-SPLOST Committee Meetings are planned with agendas, and minutes are recorded to ensure progress is documented. The E-SPLOST Plan aligns with the Five Year Facilities Plan and, whenever possible, combines funds from both state and local sources. Recent projects planned by the E-SPLOST Committee include renovations to Chickamauga Elementary School, improvements to the kitchens at Gordon Lee High School and Chickamauga Elementary, a new stadium, improvements to the baseball and softball complex, underground utility development, and additional restroom facilities. The E-SPLOST Committee also facilitates usage of resources in the area of Environmental Services, Transportation, Maintenance and Operations.

Scheduled meetings are held for Operations Personnel to ensure buildings and grounds needs are being addressed. A web based electronic work order system has been utilized to ensure classroom and campus needs are communicated to the Facilities Department. Work orders are completed and an e-mail is automatically sent to the person who requested the work, explaining the repair has been made. The Operations staff is trained on Standard Operating Procedures to ensure quality throughout the system in all facilities. Continuous improvement efforts have brought about initiatives in the procurement of supplies, equipment, and work techniques which have contributed to safer and cleaner classrooms, restrooms, and other school facilities. On January 20, 2011, the

Facilities Review Team commended the Chickamauga City School System for “Clean and well-maintained school buildings.” Our facilities continue to be a source of pride for our staff, students, and community.

Resources are utilized by the school district to make certain the learning environment is safe, clean, and well maintained. Emerging needs are documented in a systematic way to ensure that priorities are met. Plans are flexible enough to allow for emerging needs. The future plans include: a new facility for a Health Occupations Program, technology upgrades, energy conservation initiatives, bus maintenance, security and safety enhancements, HVAC upgrades, roof replacement, training, and improvements for extra-curricular activities. The school system has a communication system in place to recognize student needs and make plans to address those needs while making efficient use of all available funds.

**Overall Assessment:**

**Highly Functional:** The school system effectively uses human, material, and fiscal resources to implement a curriculum that enables students to achieve and exceed expectations for student learning, to meet special needs of all students, and to comply with applicable regulations. The system systematically employs and allocates staff members who are well qualified for their assignments in all content areas. The system provides and fully supports ongoing, job-embedded learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The system ensures compliance with applicable local, state, and federal regulations.

DRAFT

## Standard 6. Stakeholder Communications & Relationships

**STANDARD:** The system fosters effective communications and relationships with and among its stakeholders.

**Impact Statement:** Impact Statement: A system is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. System and school personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

**Indicators RubricGroup:** Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

### Definitions of Indicators RubricGroup:

<b>Not Evident</b>	Little or no evidence exists
<b>Emerging</b>	Evidence indicates early or preliminary stages of implementation of practice
<b>Operational</b>	Evidence indicates practices and procedures are actively implemented
<b>Highly Functional</b>	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

**INDICATORS:** In fulfillment of this standard, the system:

### 6.1 Fosters collaboration with community stakeholders to support student learning:

*Highly Functional*

#### Evidence Provided:

Agendas, minutes, calendar of parent meetings

Calendar of events that promote stakeholder involvement

District staff affirm that stakeholders are involved in many aspects of district events, activities, decisions

Internship/partnership agreements with community-based business and agencies

Parents and community members regularly volunteer time in district

Stakeholder survey data

Stakeholders affirm that they are involved in many aspects of district events, activities, decisions

Other: PTOs; school councils; booster clubs; parent volunteer coordinator at elementary school; renaissance programs; The Business and Education Alliance Together (B.E.A.T.) Organization; Walker County Chamber of Commerce; Lions and Kiwanis Clubs; Least of These Organization; 4-H program; Open House; New Student Orientation; extracurricular awards, academic achievements & community service recognitions at monthly board meetings; early release days for parent conferences; college and financial aid workshops; job shadowing; High School Work Based Learning Program

Other: volunteer sign in sheets; school council agendas and meeting minutes; parent newsletters; parent night sign in sheets; child find documentation;

## **6.2 Uses system-wide strategies to listen to and communicate with stakeholders:**

*Highly Functional*

### Evidence Provided:

Calendars, agendas, minutes of parent meetings

District Improvement Committee: agendas, minutes, membership

Emails, phone answering system

Newsletters, brochures, letters, memos

Parent - Teacher conferences schedule

Stakeholders affirm they have variety of opportunities to be formally involved in life of district

Web page dedicated to parents/community members

Wide variety of stakeholder communication documents/avenues

Other: Annual Title I parent meeting; open house; parent/family nights; new student orientation; booster clubs; school board meetings; parent conferences

Other: student agendas; principal and school newsletters; superintendent's letters; system and school website; I-Parent; student progress reports and report cards; teacher webpages; stakeholder surveys; local newspaper articles; Twitter; articles in alumni newsletter; articles in the Community Guide Magazine

## **6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system:**

*Operational*

### Evidence Provided:

Advisory Committees

Calendar, agendas, minutes, committee membership

District staff affirm that they regularly include community in preparing instructional delivery activities

Schedule of volunteer activities

Stakeholder survey data

Stakeholders affirm that their suggestions and recommendations are acted upon

Stakeholders affirm that they are actively involved in providing expertise

Other: active Alumni Association; Alumni office on campus; business and community leaders as guest speakers;

Other: stakeholder surveys; school council meetings agenda and minutes;

**6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders:**

*Highly Functional*

Evidence Provided:

Brochures, pamphlets

Newsletters about student performance

Online calendar, schedule, and news/updates

Parent -teacher conferences: calendar, procedures, participation data

Parents and students are informed and involved in developing individualized learning plans for students

Parents and students are informed and involved in making course selections

Stakeholders affirm that they are knowledgeable about student learning

Student Handbook

Other: system websites includes balanced scorecard, district strategic plan, link to AYP reports and state report cards; school council meetings; PTO meetings; school improvement team meetings; board of education meetings;

Other: student agenda books; principal and school newsletters; local newspaper articles; system and school websites; teacher webpages

**6.5 Provides information that is meaningful and useful to stakeholders:**

*Highly Functional*

Evidence Provided:

Parent -teacher conferences: calendar, procedures, participation data

Report cards

Other: system and school websites; principal and school newsletters, Title I parent monthly newsletter; report cards; I-Parent; balanced scorecard

## Focus Questions:

### *1. How does the school system's leadership ensure that the system and its schools are responsive to community expectations and stakeholder satisfaction?*

The Chickamauga City School System believes education is a partnership based upon trust among students, parents, school and community. We believe in involving the home, business and community in an effort to provide an excellent educational experience for our students. Our motto is "Working Together to Ensure a Tradition of Excellence Continues".

Our town is small and the community takes great pride in the school system. In fact, many of the residents are alumni. Not only is there pride in the community; there is loyalty and support. Our residents recently passed the 4th E-SPLOST for Chickamauga City Schools and they stand ready to assist with any need we may have.

- We ask stakeholders to serve on School Councils and in the Alumni Association.
- We ask many different parents/community members to serve on committees to offer expertise, advice, and share concerns.
- We ask stakeholders to serve on committees to hire new principals.
- We utilize community members when planning a new facility/program to gain knowledge and suggestions.
- We utilize many individuals in facilities work and also as substitute teachers.
- We utilize business and community leaders as guest speakers to classes.

We have a very active Alumni Association and alumni have a great presence on our campus. With an office in the heart of the campus, the association has an Executive Director that keeps all alumni updated on the happenings of the school. This organization is an integral part of the tradition of excellence. Striving to support students, they have assisted in playground renovations, computers for the career center, and basic coordination of donations and memorial gifts. They also coordinate activities that serve to bring alumni and students together, such as an annual golf tournament and an all- class reunion. An alumni website also provides an archive of campus life as well as a place for alumni to stay in touch with one another.

The Walker County Chamber of Commerce has a standing Education Committee. The Chamber strongly supports educational issues. They provide outlets through their website and newsletter to disseminate information to the community and also have members who serve as mentors in the schools, hire youth apprentices, and provide scholarships to students. Several local churches and civic groups provide assistance to students and families in need. The Lions Club works with the school system to provide funds for students in need of eye glasses. The Lions Club and Kiwanis Club sponsor banquets and scholarships for students. The Least of These organization has provided funds to help students with graduation costs, medical bills, and other necessary supplies. The Renaissance Programs at Chickamauga Elementary School and Gordon Lee Middle School are supported by parents, business partners, and community members. These supporters provide rewards, incentives, funds, and volunteer services. The Department of Family and Children's Services (DFACS), Lookout Mountain Community Services, and the Department of Labor are organizations that work closely with the school system in assisting in the well-being of all students. The Business and Education Alliance Together (B.E.A.T.) Organization works closely with each school and the administration. They have provided monetary support and served as business partners for the schools. Their sole purpose is to promote partnerships between business and education.

The Superintendent is extremely active in the community. She has served as the past chair of the Walker County Chamber of Commerce, and she is currently serving on the steering committee for the Business and Education Alliance Together (B.E.A.T.) and on the board of directors for the Walker County Joint Development Authority. Through these organizations, many valuable relationships are formed. Through these relationships, the

Superintendent has the opportunity to share what is happening in the schools, needs the schools may have and opportunities for community involvement and support.

Each school in the Chickamauga City School System works hard to foster collaboration with the community stakeholders in order to support student learning. Parents, community representatives and/or business leaders serve as members of the School Councils, PTOs and Booster Clubs. The Elementary School has a large PTO that works hard to unite the school and community. The Middle School has a PTO and Athletic Boosters Club in which many members of the community are active. At the High School, community stakeholders are also involved in the Band and Athletic Booster organizations. Child Find activities are conducted annually and provide local day care centers, state preschool programs, and church programs with parent and teacher materials on child development, reading resources, and contact information for further assistance. Each month, at the School Board meeting, students are spotlighted for various achievements such as extracurricular awards, academic achievements, and community service recognitions.

***2. What avenues are used to communicate information to stakeholders about the effectiveness of the school system and its schools, including the sharing of student performance results?***

The goals for improvement, the expectations for student learning and the effectiveness of the school system and the schools are communicated to stakeholders in a variety of methods. Throughout the school year, the Superintendent provides parents with information which addresses system and school initiatives and highlights areas of focus for the year. Information such as the importance of school attendance and preparation for statewide testing is shared with parents through the Superintendent's letters. Additionally, the Superintendent writes an annual article for the alumni newsletter, a "Review and Forecast" article for the local newspaper, contributes articles to the Community Guide Magazine, and makes presentations to local businesses, civic groups and religious organizations.

A system wide parent opinion survey is conducted annually in the spring. The results of the parent opinion survey and any suggestions for improvement are analyzed by the District Leadership and School Improvement Teams and used to determine strengths and areas of need. From the analyzed data, strategies for enhancing the parental involvement component are generated. Information on system and school-wide activities and opportunities are disseminated through the system and school websites, local newspaper, Twitter, system and school newsletters, School Councils, PTO meetings, Booster Club meetings, community meetings and School Board meetings. The Director of Special Education and Programs attends at least one School Council meeting each year to share the system mission, vision, goals and expectations with School Council members. The District and School Improvement Plans and balanced scorecard are posted on the school website.

Annually, the Central Office team; Superintendent, Director of Special Education and Programs and Director of Curriculum and Instruction meet with all K-12 teachers by grade level teams and/or subject matter teams to communicate system goals and focus for the current school year. Teacher suggestions and needs are also noted.

On the first pre-planning day, a system wide meeting is held. The Superintendent sets the stage for the new school year by sharing the goals, vision and expectations for teaching and learning. At faculty meetings, school administrators discuss expectations and goals with staff members. Each school holds a parent orientation meeting where school administrators share the school mission and values, as well as school expectations. An annual Title I parent meeting is held each year at the Elementary School and parents are provided with parent involvement opportunities and activities. Students in grades K-8 receive an agenda book at the beginning of each school year. The agenda book includes the student handbook, the school calendar, school and teacher contact information and other helpful student resources. Along with a daily parent communication log, students are provided with character education and study tips coupled with academic resources.

The Elementary and Middle School Principals write newsletters and send information home with students. The website and school signs are also utilized to provide information. Each school hosts an orientation for new students annually, as well as an open house which allows stakeholders to visit the schools/classrooms. Many teachers write newsletters and parents have the ability to communicate with administrators/teachers via the website. Additionally, each classroom has a phone and teachers are encouraged to communicate with parents. Early release days occur a couple of times each year. Students are released early and parents can attend parent conferences.

At the High School level, many activities are hosted after hours for parents. Many of these activities assist students (and parents) with preparations for college. They assist students (and parents) on how to apply for college and how to better understand the financial aid process. Job shadowing is also encouraged at Gordon Lee High School and we have an excellent Work-Based Learning Program for students. Here again, many strong relationships are formed through these employers.

**Overall Assessment:**

**Highly Functional:** The school system has the understanding, commitment, and support of all stakeholders. System and school personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among all stakeholders to help students learn and advance improvement efforts and can demonstrate a high level of meaningful participation by most stakeholder groups.

# Standard 7. Commitment to Continuous Improvement

**STANDARD:** The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

**Impact Statement:** A system is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the system with the expectations for student learning. Improvement efforts are sustained and the system and its schools demonstrate progress in improving student performance. New improvement efforts are informed by the results of earlier efforts through analysis of student performance, system effectiveness, and assessment of the improvement process.

**Indicators RubricGroup:** Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

**Indicators Evidence:** For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

## Definitions of Indicators RubricGroup:

<b>Not Evident</b>	Little or no evidence exists
<b>Emerging</b>	Evidence indicates early or preliminary stages of implementation of practice
<b>Operational</b>	Evidence indicates practices and procedures are actively implemented
<b>Highly Functional</b>	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

**INDICATORS:** In fulfillment of this standard, the system:

**7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results):**  
*Highly Functional*

Evidence Provided:

Continuous Improvement Plan - district and individual schools

District staff affirm their involvement in a specific program that supports continuous improvement

District staff affirm their involvement in continuous improvement committees

Graduation and retention rates

Information/Data system

Postsecondary engagement: employment, college

Professional Development Plan: agenda, topics

Record of student performance improvement efforts

Specific program initiatives to support continuous improvement

Stakeholder survey (satisfaction) data

State/Federal Accountability Plan

Other: data displayed in schools and on website; district leadership team meetings; school improvement team meetings

Other: balanced scorecard; stakeholder surveys; District Strategic Plan; School Improvement Plans; Consolidated Application; federal programs self-assessment monitoring documentation; system and school profile data

## **7.2 Engages stakeholders in the processes of continuous improvement:**

*Operational*

Evidence Provided:

Calendar, agendas, minutes, sign-in sheets demonstrating stakeholder involvement in district and school improvement

District and School Improvement plan indicating membership of committees

Parent compact

Policies, procedures for district and school improvement committee work

Stakeholder survey data demonstrating stakeholder involvement in district and school improvement

Stakeholders affirm their involvement in continuous improvement process

Other: parent/family nights; Title I parent night; school improvement presentations to the district leadership team and board of education

Other: agenda and minutes from school council meetings, PTO meetings, district leadership team meetings; school leadership team meetings; administrative meetings; faculty meetings; grade level and content area meetings; stakeholder surveys

## **7.3 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning:**

*Highly Functional*

Evidence Provided:

Calendar, agendas, minutes of school improvement meetings

Data: student performance, stakeholder opinion are used in development of school improvement plan

District staff affirm their understanding of the impact of programs that support student learning

District staff demonstrate capacity for providing methodologies to increase student performance

Evaluation data demonstrating impact of plan and actions taken to remediate

School improvement plans demonstrate alignment with district vision, purpose

Staff, students affirm their understanding of student performance targets

Student performance targets are communicated to all stakeholders

Vision, purpose posted in district-wide facilities

Other: school improvement team presentations to the district leadership team and board of education

Other: school improvement plans; vision/mission/beliefs

**7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels:**

*Highly Functional*

Evidence Provided:

District guidelines and professional learning provide strategies for effective instruction for closing achievement gaps

District staff affirm that they regularly use data to inform their practices

District staff affirm their involvement in evaluating the impact of instruction on student growth

District staff meetings regularly use data to inform their discussions and decisions

School improvement plans demonstrate evaluation of goals, objectives, and strategies impact on student growth

Other: school improvement plans, school data for all students and subgroups; balanced scorecard

**7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals:**

*Highly Functional*

Evidence Provided:

Continuous Improvement Plan - district and individual schools

District staff affirm their involvement in professional learning

Personnel Policies that outline staff evaluation process

Professional Development Plan: agenda, topics

Other: identified professional learning needs addressed in district and school improvement plans

Other: system professional development plan; teacher professional development plans; log of professional development activities

**7.6 Monitors and communicates the results of improvement efforts to stakeholders:**

*Highly Functional*

Evidence Provided:

Annual Report

District staff and stakeholders affirm the use of performance data during Parent-Teacher conferences

Information/Data system

Newsletters, brochures

Parent-Teacher conferences

Staffing assignments support monitoring and reporting of continuous improvement efforts

Stakeholders affirm receipt of district communication regarding improvement efforts

Other: system wide faculty meetings; school faculty meetings; leadership team meetings;

Other: balanced scorecard; AYP reports; system and school websites; state report cards; board of education minutes; local newspaper articles; school council agenda and minutes;

**7.7 Evaluates and documents the effectiveness and impact of its continuous process of improvement :**

*Highly Functional*

Evidence Provided:

District and School Improvement Committee meetings: calendar, agenda, minutes, dispositions

Evaluation of effectiveness of continuous improvement plan and process

Stakeholders affirm knowledge of an evaluation of the district's improvement efforts

Other: leadership walk-thrus, leadership team meetings; faculty meetings; grade level and content area meetings;

Other: five year trend data; District and school improvement plans; stakeholder surveys; balanced scorecard; teacher evaluations; formative and summative data reports

**7.8 Allocates and protects time for planning and engaging in continuous improvement efforts system-wide:**  
*Highly Functional*

Evidence Provided:

District and School Improvement Committee meetings:calendar, agenda, minutes, dispositions

District staff affirm that time is allocated for improvement planning, implementation, and monitoring

Policies and procedures for engaging in district-wide and individual school improvement planning, implementation, and monitoring

Other: system-wide faculty meetings; school faculty meetings; school improvement team meetings

Other: system calendar; schedule of leadership team meetings

**7.9 Provides direction and assistance to its schools and operational units to support their continuous improvement efforts:**

*Highly Functional*

Evidence Provided:

District and School Improvement Committee meetings:calendar, agenda, minutes, dispositions

District expectations and guidelines for all schools and departments to engage in a continuous improvement process

District staff affirm their knowledge of the district's expectations and guidelines for supporting student performance

Other: continuous improvement process; district level administrators meeting with grade levels and content areas annually; district level administrators attending school improvement team meetings and school council meetings

**Focus Questions:**

***1. Describe the process for continuous improvement used by the school system and its schools and the impact of this process on student learning and system effectiveness.***

Chickamauga City Schools is a data driven system which implements the Georgia Department of Education's School Keys as the foundation for our improvement efforts. The School Keys describe what our schools need to know, understand, and be able to do. The School Keys serve as a summary document to identify the level of implementation in each of eight strands and correlated standards for curriculum; Assessment; Instruction; Planning and Organization; Student, Family and Community; Professional Learning; Leadership; and School Culture.

System and school administrators evaluate the effectiveness of the district and school improvement plans by collecting and analyzing all relevant student learning data, demographic, perception and process data. The Administrators meet once a month to problem solve and make decisions regarding system and school improvement. Recommendations are made to the schools for continuation and/or modification of plans and processes.

At least two times per year the School Improvement Teams present their school improvement plans and progress

data to the District Leadership Team. At the end of the school year, each principal makes a presentation to the Board of Education in an effort to review their school improvement goals for the year and through the student performance data, indicates whether or not the goals were met.

The schools and operational units are given direction and assistance by the Superintendent and School Board regularly. Each school and each operational unit has a clear plan every year, with goals that align to the District Strategic Plan. By aligning to this plan, everyone is constantly working towards the same goals to ensure efforts are being made to continuously improve system-wide and to make gains towards our two over-arching goals, which are higher student achievement and more efficient operation.

***2. What process is used to ensure that the improvement goals reflect student learning needs and are aligned with the vision and purpose of the school system and its schools?***

The School Improvement Process is based on a continuous process to guide improvement efforts throughout the school system. The process is data-driven by examining and analyzing multiple sources of data, planning for improvement, implementing strategies and evaluating results.

The vision of the Chickamauga City School District is to inspire all students to maximize their potential and to become lifelong learners while empowering them to become respectful, productive, and successful members of society. The vision articulates the direction in which the system is moving in order to educate and prepare students for the future.

A current profile of the school system which includes student learning data and demographic data is updated annually. The AYP report and the report cards provide updated data also. The District Strategic Plan and the School Improvement Plans describe the identified needs, goals, objectives, and action steps that are addressed to improve student learning. Data is displayed in the schools and on the website showing results over the last five years. These documents are used to help guide the system and schools on what actions need to be taken next to ensure student learning.

The District and School Leadership Teams examine and analyze data for all students, content areas, and subgroups including students with disabilities, economically disadvantaged, gifted and gender. Student learning data, demographic data, perception data and process data is examined continuously throughout the year for instructional, assessment, and evaluation planning for both individual student and group needs. The District and School Leadership Teams analyze organizational and instructional practices to determine which ones have a positive impact on student achievement and which ones are not effective. System and school personnel use parent, teacher, student, and community surveys and failure, dropout, and graduation data to help determine the needs of the student body. The School Improvement Teams use all of this information to develop, analyze and update the school improvement plans. The school improvement plans are aligned with the District Strategic Plan and reviewed by the District Leadership Team. The District Strategic Plan is approved by the Board of Education.

***3. What process is used to ensure that system and school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?***

Since our system is small, we are able to work collaboratively on multiple occasions. All three schools are located on one campus, which makes it very easy for us to interact with one another on a regular basis. At times, opportunities are provided for vertical planning, grade level planning and content area planning. Great emphasis is placed on curriculum alignment to alleviate gaps in learning.

The professional learning program in place provides teachers, administrators, and paraprofessionals with

opportunities for high quality professional learning. Professional learning is based on the identified needs from the annual Title IIA Needs Assessment of the system and schools and is aligned to the district and school improvement plans. Professional learning is ongoing and focused on improving student achievement. Teachers are provided with high quality professional learning opportunities that help improve teacher knowledge of research based instructional strategies and practices. All teachers have an individual professional growth plan which is developed collaboratively with the principal and based upon the needs of the school and/or teachers. Professional development activities are funded by state and federal funding as well as private donations. Administrators participate in professional learning designed to help them become outstanding managers and educational leaders. Recently, the Elementary School Principal earned a performance based leadership certification and the Director of Special Education and Programs will complete the program and earn a performance based leadership certification in April 2012.

Professional learning support is also provided from regional entities such as Northwest Georgia Regional Educational Agency (RESA) and the Educational Technology Training Center (ETTC). These organizations work with school personnel to offer professional learning on identified areas of need as well as providing supplemental support for state curriculum changes.

***4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?***

We begin each year with a scheduled system-wide meeting where goals and annual measurable objectives for the upcoming year are discussed. We also meet multiple times throughout the school year as a whole group and at the end of the year with a system-wide meeting. At the end of the year meeting we reflect, as a group, upon the year and determine if we have accomplished the goals we had originally set for ourselves. Each time a meeting is set, the entire faculty is expected to be there and faculty and staff members know there is nothing that supersedes these meetings.

Through the District Leadership Team and the School Improvement Teams, school leaders work with teachers to analyze multiple sources of data to guide instruction and set student academic goals for all students. This disaggregated data is shared and discussed in leadership meetings, faculty meetings and grade level meetings with all system and school staff members and is used to determine the academic needs of the student body. Parents are informed of this information through principal and school newsletters, system and school website, open houses, PTO meetings and school council meetings. System and school personnel also use parent, teacher, student, and community surveys to engage stakeholders in the development and implementation of plans and processes for continuous improvement.

District and school level administrators monitor implementation of the District and School Improvement Plans through an ongoing process throughout the school year. The administrators meet once a month and spend time analyzing formative and summative assessment data to adjust implementation of the strategies and identify any barriers to implementation of the strategies. In these meetings, the strategies to achieve goals and timelines are determined.

The School Improvement Teams meet throughout the school year to monitor their school improvement plans. Data is collected from a variety of sources. Some of these sources include state, district, school, department and teachers. The collected information is used to determine the progress with implementation of the strategies and also to determine if any adjustment in implementation of the strategies is needed. It is organized and used in the daily work of the classrooms and schools.

District and school improvement plans, results of student achievement data and progress on goals are reviewed with stakeholder groups such as school councils, faculty members, Board Members, students and parents. The

balanced scorecard, AYP reports, and school report cards are available online and in printed form. Information is also shared through the local newspaper and system and school website.

Student test scores typically return very near the end of the school year. This timing allows the administrative team opportunity during the summer months to analyze student performance. When teachers return, sharing this information is a major focus in the Superintendent's pre-planning faculty meeting. We also like to share and celebrate system and school successes. This past year, GLMS had their largest gains from the meets to the exceeds category in a decade.

### **Overall Assessment:**

**Highly Functional:** The school system fully implements a collaborative and ongoing process for improvement that aligns all functions of the system and its schools with the expectations for student learning. Improvement efforts are systemic, sustained, and fully embedded, and the system demonstrates significant progress in improving student performance, system and school effectiveness. New improvement efforts are clearly informed by the documented results of earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement.

DRAFT

# QA Methods

## *1. What processes does the district use to monitor and document improvement?*

A total team effort exists at the Chickamauga City Schools in approaching the important work of school improvement. We recognize that in order to achieve and adhere to the highest learning standards, we need a high quality staff, involved parents, and a supportive community. The Board of Education members provide total support to the administrators and teachers.

In the spring and summer each year, the District Leadership Team utilizes data to evaluate and revise the district strategic plan. System and school administrators meet monthly to allow for monitoring of progress toward system and school goals by analyzing data, sharing information, determining school or program needs, and working together to coordinate and integrate services. The School Improvement Teams are responsible for developing, implementing, monitoring, and revising the school improvement plans. All school improvement goals are aligned with the district strategic goals. School Improvement Plans are analyzed, revised and updated in the Fall. District administrators review each school's plan and approve or request revisions, if needed. School Improvement Teams present the school improvement plans to the District Leadership Team two times per year. In January, the teams provide a progress report on the plans and, in May, the teams provide an end of year report on the goals and objectives. In the Fall each year, the District Strategic Plan is presented to the Board of Education for approval.

Since the 2007-2008 school year, a system-wide data study takes place at the beginning of each school year. During preplanning days administrators and teachers work together to analyze the most current data and update school improvement plans. This practice is still a very important beginning to each school year.

## *2. How does the district provide meaningful feedback and support to its schools and across the district?*

District leaders and school leaders work closely together to provide meaningful feedback and support across the school system. The vision of the Chickamauga City School System is to inspire all students to maximize their potential and become lifelong learners while empowering them to become respectful, productive and successful members of society. School leaders and teachers need the guidance, support and tools to accomplish our vision. The District supports school leaders and teachers by providing assistance in developing school improvement plans, analyzing and interpreting data, and providing professional learning and resources. Other support and feedback provided by the school system include:

- 
- Financial resources from local, state and federal funds
- Professional learning opportunities

- Teaching resources
- Assessment and data collection
- Researched-based curriculum and instructional strategies

Technical assistance for technology

***3. How does the district ensure that the AdvancED standards are met by all the schools and the district as a whole?***

AdvancEd Standards for Quality School Systems are incorporated into the continuous improvement process of the Chickamauga City School System. During the first two years following the initial district accreditation process, district leaders worked on developing, implementing and monitoring the recommendations identified in the initial QAR report. Also, the system submitted an Accreditation Progress Report to document the improvement efforts in response to the QAR team's recommendations from the onsite visit. District level leaders continuously reassess the standards at the district and school levels to monitor and document progress.

In addition to the AdvancEd Standards, the District uses the Georgia School Keys to assess improvement efforts and evaluate progress. The School Keys are based on eight areas: Curriculum, Assessment, Instruction, School Culture, Professional Learning, Planning and Organization, Student/Family/Community and Leadership.

***4. How does the district regularly collect, use, and communicate results?***

The Chickamauga City School System utilizes a balanced scorecard, system profile data, perception data and district and school improvement plans to drive the continuous improvement process. The balanced scorecard includes data from state and national tests, attendance rates and graduation rates. District and school needs are identified by examining the balanced scorecard as well as other data sources, including parent, teacher, and student surveys and professional learning needs. District administrators provide the principals and assistant principals with up to date state and school performance data. School administrators share the data with School Improvement Teams to analyze the school improvement plan. Formative assessment data is collected and analyzed throughout the school year to guide instruction and differentiate in order to better meet the needs of all the students. Data is disseminated to stakeholders through a variety a methods including the system and school websites, local newspaper, school and principal newsletters, individual student reports, presentations by the Superintendent, PTO meetings and school councils. System and school data is displayed at the Central Office and at each school.

## Conclusion

The following focus questions reflect the school's overall analysis of its internal evaluation of the accreditation standards.

### Focus Questions

*As you review your responses to the standards, what major trends, themes, or areas of focus emerge that cut across the seven standards?*

After thorough review and internal evaluation of the Chickamauga City School System, the following themes emerged:

1. Strong leadership, shared vision/mission, and high expectations for staff and students
2. 100% highly qualified faculty, and effective professional development for all staff members
3. School Improvement Plans aligned to the District Strategic Plan which guide the direction of improvements efforts
4. Commitment to providing quality technology resources for staff and students use
5. Tremendous community support and stakeholder involvement
6. High academic performance, attendance rate and graduation rate
7. The continuous improvement process is embedded into every aspect of the school system

*Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school system's greatest strengths?*

The Chickamauga Community is extremely small and the school is the main focus of the town. Most residents are graduates and we have 3rd and 4th generation students currently enrolled. Therein lies our desire to hold to many traditions of the past, while embracing the future and providing a progressive, high quality education for our students.

While we always have tremendous participation in school events and initiatives, we have only in recent years incorporated community stakeholders into the decision making process. We see the value of these efforts and consider stakeholder involvement to be significant. We want to build even more on this initiative in the future.

Another area of strength is the system's use of data. Data is collected in every aspect of operation and utilized to develop goals for improvement. The District Strategic Plan is data-driven and focused. School Improvement Plans are aligned to the District Strategic Plan. These guide improvement efforts at each school. We have collected data for many years and maintained a balanced scorecard which shows our history of performance. Since 2008 we have also collected teachers growth data in an effort to assist teachers to identify areas in which they can improve. Walkthrough data is also provided to staff for the same purpose. We monitor every aspect of operation to

determine where we are, where we want to be, what strategies will be utilized, how we will monitor, and what progress is made. The District Strategic Plan is constantly evolving. It began as the District Accreditation Improvement Plan, but now incorporates all goals for improvement system-wide--not only academic, but for organizational effectiveness as well. Everything we do falls under one of our overarching goals:

1. Higher Student Achievement

2. More Efficient Operations

Continuous Improvement in every aspect is embedded into the culture of the Chickamauga City School System.

***What would you consider to be your school system's greatest challenges?***

The number one challenge for our system is the loss of funding from state and federal sources. Georgia has been experiencing a lagging economy for many years and drastic state cuts have occurred annually since 2003. The Chickamauga City Schools were ranked #179 of 180 school systems in the state, the severe cuts have been devastating. Currently, due to new industry and business in the area, our school system is ranked #167 of 180 system. However, the state is still not fully funding system FTE earnings, and federal funds continue to decrease even after budgets have been approved.

Due to lack of funding, and an effort to keep the cuts out of the classroom, the system has been forced to furlough teachers for 6 days a year for the past 3 years. Even though lack of funding is our greatest challenge, I will say an associated strength is the financial planning and prudent allocation of resources which has enabled us to maintain staff and materials to implement a quality curriculum. Our performance has not been diminished due to the lack of funding.

A second area of challenge is the maintenance of technology. With all classrooms, K-12, being 21st century technology classrooms and with additional computer labs in each school, maintaining the equipment is a tremendous challenge--both financially and physically. Our I.T. Department consists of two employees. Therefore, despite the fact that we have an online technology request for repair program, maintaining all computers for everyone in the system is challenging. The monetary cost is also a major challenge for our system, but one of which there is a total commitment. A major reason for this commitment is another challenge. It is a fact that many of our students have never been very far from Chickamauga--it is a challenge to "bring the world" to our students. We want them to be enlightened and aware of options and opportunities for their futures. Technology is the means to this end. If our students are to be successful in a global economy, technology is a necessity.

***How will you use the insights gained from this self-assessment to inform and enhance your quality assurance and continuous improvement efforts?***

All aspects of the Quality Assurance Review and its results will be reviewed with staff members and also at a public board meeting. The entire process will serve as validation for the work occurring in the system. Information gained from participating in this monitoring process will be shared with stakeholder groups throughout the strategic plan development process and QART recommendations will be incorporated into the District Strategic Plan during Summer 2012. The updated/revised strategic plan will guide system and school efforts for improvement for the next three years.

# Standards Assessment Report Summary

Standards & Indicators	Not Evident	Emerging	Operational	Highly Functional
<b>1. Vision &amp; Purpose</b>				
1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders				✓
1.2 Communicates the system's vision and purpose to build stakeholder understanding and support				✓
1.3 Identifies system-wide goals and measures to advance the vision				✓
1.4 Develops and continuously maintains a profile of the system, its students, and the community				✓
1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services				✓
1.6 Reviews its vision and purpose systematically and revises them when appropriate				✓
<b>2. Governance &amp; Leadership</b>				
2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system				✓
2.2 Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system				✓
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations				✓
2.4 Implements policies and procedures that provide for the orientation and training of the governing board				✓
2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources				✓
2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations				✓
2.7 Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations				✓
2.8 Provides for systematic analysis and review of student performance and school and system effectiveness				✓
2.9 Creates and supports collaborative networks of stakeholders to support system programs				✓
2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals				✓
2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership			✓	
2.12 Assesses and addresses community expectations and stakeholder satisfaction			✓	
2.13 Implements an evaluation system that provides for the professional growth of all personnel				✓
<b>3. Teaching &amp; Learning</b>				
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills				✓
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning			✓	
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels				✓
3.4 Supports instruction that is research-based and reflective of best practice				✓
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity			✓	
3.6 Allocates and protects instructional time to support student learning			✓	
3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment				✓
3.8 Supports the implementation of interventions to help students meet expectations for student learning				✓
3.9 Maintains a system-wide climate that supports student learning			✓	
3.10 Ensures that curriculum is reviewed and revised at regular intervals			✓	
3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction			✓	
<b>4. Documenting &amp; Using Results</b>				
4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free				✓
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of				

teaching and learning			✓	
4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance				✓
4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders			✓	
4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness				✓
4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence				✓
4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations				✓
<b>5. Resource &amp; Support Systems</b>				
5.1 Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities				✓
5.2 Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience)				✓
5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff				✓
5.4 Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable				✓
5.5 Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement				✓
5.6 Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures				✓
5.7 Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment				✓
5.8 Establishes and implements written security and crisis management plans with appropriate training for stakeholders				✓
5.9 Implements processes and plans for maintaining and improving sites, facilities, and equipment				✓
5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals			✓	
5.11 Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students				✓
5.12 Provides student support services coordinated with the school, home, and community				✓
<b>6. Stakeholder Communications &amp; Relationships</b>				
6.1 Fosters collaboration with community stakeholders to support student learning				✓
6.2 Uses system-wide strategies to listen to and communicate with stakeholders				✓
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system			✓	
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders				✓
6.5 Provides information that is meaningful and useful to stakeholders				✓
<b>7. Commitment to Continuous Improvement</b>				
7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results)				✓
7.2 Engages stakeholders in the processes of continuous improvement			✓	
7.3 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning				✓
7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels				✓
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals				✓
7.6 Monitors and communicates the results of improvement efforts to stakeholders				✓
7.7 Evaluates and documents the effectiveness and impact of its continuous process of improvement				✓
7.8 Allocates and protects time for planning and engaging in continuous improvement efforts system-wide				✓
7.9 Provides direction and assistance to its schools and operational units to support their continuous improvement efforts				✓