



Accreditation Report

Washington County School District

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Executive Summary

Introduction

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

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

Description of the School System

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

Located in east central Georgia, Washington County is the ninth largest county in terms of land area (684 square miles). There are 978 miles of highways in the county, with 44% of these unpaved. Over 311,000 acres of the county are considered forestland and 99,902 acres are considered farmland. In 2013, 58 private residential units were authorized for construction in the county compared to an average of 233 in other counties throughout the state. Nearly one - third of all housing units in the county are mobile homes.

The estimated population from 2014 is 20,635 which is a decrease from the 2010 estimate of 21,187. The median household income is \$33,068 and 27% of the population are considered to be living in poverty. Approximately 16% of the population is age 65 or over. According to data reported in the 2015 Georgia County Guide, there were 235 live births in Washington County, and 61% of them to unwed mothers compared to the state average of 45%. In 2013, there were 5,842 food stamp recipients in the county (28%). Nearly 38% of all families in the county have children under the age of eighteen. Just over 14% of all families with children under the age of eighteen are headed by a female with no husband present, compared to 12% for the average Georgia county.

The Washington County Public School System is a small to mid-sized rural school system with approximately 3104 students in four schools. The district is made up of one primary, one elementary, one middle, and one high school. Three facilities house the district's four schools (The Ridge Road facility houses the primary and elementary school). A separate alternative school program for students in grades six through twelve is located adjacent to the high school campus. The recently opened Ridge Road Complex was constructed after the passage of an E-SPLOST in 2006. This modern facility replaced four older school buildings, two of which were initially built in the early 1900's. The current middle school was completed in 1999 and was designed to be more conducive to the middle school concepts of teaming and exploratory. Another E-SPLOST was passed on September 15, 2009, to provide for the complete renovation and construction of a new high school facility. The 2014- 2015 school year marked the first year that students occupied the new high school. The high school is now able to support technology and has modern lab settings. The new facility was constructed on the same site as the older facility to preserve the high school's tradition in the community.

The population of Washington County Schools is approximately 64% Black, 30% White, and 6% other ethnicities. Due to poverty conditions within the county, the school system participates in Community Eligibility Program (CEP) through the School Nutrition ; therefore, all students receive breakfast and lunch at no charge. Washington County has a CEP eligibility of 82.6%. Schoolwide Title I programs serve the primary, elementary, and middle schools. In addition to our Title I program, we serve sixteen students in the English Learner program. Poverty is an issue that the Washington County School System, as a whole, faces each day. However, it will not deter us from our goals to ensure that all students are college and career ready when they graduate.

Student Demographic Data:

Ridge Road Primary Enrollment Numbers (Male / Female / Total)

2013 - 2014 School Year - 457 / 446 / 903

2014 - 2015 School Year - 465 / 422 / 887

2015 - 2016 School Year - 455 / 408 / 863

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Ridge Road Elementary Enrollment Numbers

2013 - 2014 School Year - 360 / 337 / 697

2014 - 2015 School Year - 353 / 379 / 732

2015 - 2016 School Year - 344 / 410 / 754

T.J. Elder Middle School Enrollment Numbers

2013 - 2014 School Year - 347 / 300 / 647

2014 - 2015 School Year - 349 / 295 / 644

2015 - 2016 School Year - 355 / 294 / 649

Washington County High School Enrollment Numbers

2013 - 2014 School Year - 412 / 443 / 855

2014 - 2015 School Year - 392 / 457 / 849

2015 - 2016 School Year - 399 / 440 / 839

The District is one of the largest employers in the county with 407 people - 233 are certified positions and 174 are classified. There are 200 classroom teachers and 33 leadership roles. The 174 classified positions consist of paraprofessionals, clerical personnel, bus drivers, security officers, food service employees and technology support.

The school system is governed by an elected five-member Board of Education. Each of the four districts within the county elects one member and the Chairman is elected at large. The board meets monthly in a general session to discuss and act upon matters of importance. When needed, called meetings and additional work sessions are also held. All board meetings are open to the public and are advertised through all forms of local media.

Major Trends and Issues Impacting the System

A major issue impacting the District is the current rate of unemployment in the county and the shift away from the kaolin industry that was the county's economic mainstay for a long period of time. Unemployment rates averaged less than 6% during the period from 1990 through 2008; however, the 2009 rate rose dramatically to over 13% and the current rate for the last half of 2015 stands at 6.3%, which is slightly higher than Georgia's 5.2% unemployment rate. With few major industries, Washington County has little to offer its citizens in the form of high-paying, high skills jobs. As a result, many students choose to leave the county to live and work in larger areas with more employment opportunities and higher wages.

System's Purpose

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

Washington County Board of Education employees, community members, and stakeholders work together to develop the system's Mission and Vision statements, as well as goals, each school year. The mission of Washington County Schools is: Inspiring all children to excel in academics, arts, and athletics. This mission statement reflects the combined mission of all schools to focus on community success and the ability of our students to successfully compete in a global society. System wide partnerships among schools, parents, stakeholders and community members will enable Washington County Schools to accomplish this mission.

Washington County Schools' vision is to build the foundation for a thriving community of self-supporting citizens through diverse educational opportunities. Children enter our doors as a child but exit our doors as a well-rounded and productive citizen. Washington County schools focus on student success, high school graduation, college and career readiness, and fulfilling the needs of our community. Since learning is a lifelong process, the successes and failures of the educational process are the joint responsibility of all stakeholders.

Each year, data for the system is reviewed and evaluated for effectiveness and impact on student learning. After reviewing the data and establishing goals, the implementation of the goals is carried out the next school year. The school and system goals for continuous improvement are categorized into three areas of concentration: 2015 - 2016 school year areas are Internal Process, Student and Stakeholder Engagement, and Teaching and Assessing. Below is a list of goals attached to each category:

Internal Processes:

- Ensure a systematic process for school/system continuous improvement planning.
- Ensure schools/system has the resources and effective business practices for improvement.
- Manage effective facilities and an excellent bus fleet.
- Develop and retain an exceptional workforce.

Student and Stakeholder Engagement:

- Improve Parent Services.
- Improve Student/Parent/Community Relations.
- Improve the Educators' Professional Image.

Teaching and Assessing:

- Improve classroom instruction with technology emersion.
- Improve a systems approach to assessing students in K-12.
- Improve process/programs for students who need additional support services.
- Improve the number of students pursuing post-secondary options.

All staff members are trained in examining data and the school improvement process in relation to all state and federal accountability measures. Resource, curriculum, and technology audits ensure the schools and system have the resources and effective business practices necessary for improvement. Administrators and local board of education members review all facility needs. In order to develop and retain an exceptional workforce, the district provides training and support for novice teachers as well as experienced teachers. Potential leaders are

identified within the schools and provided leadership opportunities within the school and district teacher-driven advisory team.

Student and Stakeholder Engagement is fostered through a variety of programs: parent workshops, school-based parent-volunteer programs, business partnerships, service projects such as "Adopt a local business and adopt a nursing home", programs to put students to work, and "Golden Hawk" programs. Washington County Schools has developed a school and district media promotion in which all events, schedules, awards, and achievements are shared within the schools, community, and the local newspapers and radio stations. The media promotion is designed to improve student, parent, and community relations as well as the educator's professional image.

Washington County School District is well equipped to provide technology supported instruction to improve classroom interventions. Teachers and staff are provided with educational software and on-going training which includes modeling and one-on-one support. A district approach to assessing students is evident in Washington County through the use of common assessments in content areas K-12, writing rubrics and writing requirements by grade level, SLO Assessments, and the use of a universal screener for literacy (SRI) in grade 3-12. Washington County's goal is to increase the number of students taking dual enrollment courses and to increase the number of students accepted into post-secondary options. To ensure that these numbers increase, teachers write and teach engaging/rigorous lessons in all content areas using the Rigor and Relevance framework, review student work for quality, and provide Career Awareness programs to focus students on the requirements to work in the different fields of interest. Washington County School District's purpose is to provide a quality education to all children in Washington County developing a competent workforce .

Notable Achievements and Areas of Improvement

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

The Washington County School District empowers students to reach their maximum potential through the programs offered in academics, athletics, and the fine arts in each of our schools. Success in academics, athletics, and the fine arts has proven to be beneficial in preparing our students to be competitive in the 21st century. Some notable achievements for the Washington County School District are:

ACADEMIC ACHIEVEMENTS:

- Class of 2015 - 100% graduation rate with 84 honor graduates
- 61 Academic Scholarships awarded
- Technology fair winners at local, region, and state level
- Science fair winners at local, region, and state level
- Best of Show Science fair winner advanced to National Conference
- National History Day competition winners
- 17 Qualifiers for State History competition
- Skills USA region and state winners
- EMS inducted 33 students into Beta Club
- Algebra I offered to 8th graders at EMS to earn high school credit
- Dual Enrollment at WCHS
- AP Classes at WCHS
- WCHS named by GeorgiaEducation.org as one of the three high schools in Georgia to have moved from a low-performing school to an exemplary school
- WCHS awarded SSTAGE award
- Industry Certified Business and Construction Programs
- Passing percentages on the Georgia Milestones were higher than RESA in the following area: ELA in grades 3,5,6,8, 9th Grade Literature, and American Literature
- Remediation/Enrichment Programs offered at each school:
 - RRP - RAP (Raising Academic Performance)
 - RRE - TIP (Tutoring in Progress)
 - EMS - ELT (Extended Learning Time)
 - WCHS - Hawk Time

FINE ARTS ACHIEVEMENTS:

- Three Fine Arts scholarships
- EMS Band and Ensemble Superior Rating
- RRE Band Superior Rating in first ever competition
- Two state titles and four state runner-up titles in Theater competition
- Debate and Literary teams Region Champions for 6 consecutive years
- GMEA All-State Band member
- Numerous productions and performances at RRE

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- Numerous productions and performances at EMS
- RRE Dance Team earned Gold Honors at first competition

ATHLETIC ACHIEVEMENTS:

- WCHS Football Region Champions; State Runner-Up; Gatorade Player of the Year
- WCHS Boys Basketball Region Runner-Up; Advanced to State
- WCHS Girls Basketball Advanced to State
- WCHS Tennis Region Runner-Up; Advanced to State
- WCHS Weightlifting State Champions
- WCHS Girls Soccer Region Champions; Advanced to 2nd round in State playoffs
- WCHS Competition Cheerleading Region Champions; Advanced to State
- WCHS Boys Soccer Region Runner-Up; Advanced to State
- WCHS Baseball Region Runner-Up; Advanced to State
- WCHS Softball Advanced to State
- WCHS Boys and Girls Cross County Region Champions
- WCHS Boys and Girls Track Region Champions; State Individual Champion
- 15 Athletic Scholarships
- EMS Football Kaolin League Champions
- EMS Softball Kaolin League Champions
- EMS Girls Basketball Kaolin League Champions
- EMS Soccer Kaolin League Champions
- EMS Baseball Team was undefeated

ADDITIONAL ACHIEVEMENTS:

- The Superintendent and other leadership personnel work together to develop effective improvement plans and to ensure that the District's mission, vision, beliefs, and goals are achieved. Administrators are capable of and enthusiastic about providing instructional leadership at the school level.
- The District ensures that all schools have access to content area instructional facilitators to organize, facilitate, and monitor the professional learning communities in each facility.
- The community is supportive of the school system as evidenced by the involvement of the Chamber of Commerce, Oconee Fall Line Technical College, grandparents, and other interested members of the community in the programs and activities sponsored by the school system.
- The District has become a true "school system" rather than a "system of schools". All components of the District work together to ensure that common goals are being met while still allowing individual schools and departments the freedom to address issues that are specific to them.
- The District's attention to its financial stability has led to its being able to maintain a 180-day school year with full school days. Extra-curricular activities continue to be offered to students, and teachers have not been furloughed or released due to reduction in force.
- The community's support of the District has resulted in the passage of three E-SPLOSTS. A new primary / elementary complex opened in August 2009 and a completely renovated / constructed high school facility opened the 2014-2015 school year. School grounds, playgrounds and athletic courts and fields are well - maintained.
- Technology is available throughout the system, giving teachers the ability to use it to prepare and

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present lessons and maintain students' data. Students also have access to technology, allowing them to use it to conduct research, prepare projects and reports, and engage more actively in the learning process.

- The District received a matching grant from the Dobbs Foundation for GLISI's Aspiring Leaders Program for leader development in district/school improvement.
- Washington County School District has 56 GLISI graduates since 2013.
- The District received the Award of Distinction for Excellent Financial Reporting in 2013 and 2014.
- The District was awarded a Title II-D ARRA eTextbook grant for Washington County High School to provide netbooks to all students grades 9-12 and provide extensive professional development to teachers to facilitate the implementation of eTextbooks in 2010-2011.
- The District was awarded the Striving Readers Comprehensive Literacy Grant for T. J. Elder Middle School and Washington County High School in 2015.
- The District received the Gold Award from the GA Environmental Protection Division for installation of emission control devices in 2014.

The Washington County School District is committed to providing opportunities for continued success with our students. Some areas for improvement that the district is focused on are:

- Improving classroom interventions through the purchase and use of educational software
- Implementation of Scholastic Reading Inventory (SRI) in grades 3-12
- Improving district writing rubrics and writing requirements by grade level
- Continuing with SLO development
- Implementing Positive Behavior Intervention Supports (PBIS)
- Tracking all students not reading on grade level
- Revising and implementing new Response to Intervention (RTI) and Student Support Team (SST) Process
- Increasing the number of students taking dual enrollment courses
- Increasing the number of students accepted into post-secondary options

Additional Information

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

Washington County School System has committed to improving the literacy skills of all students in kindergarten through twelfth grade. We have a strong belief that in order for students to thrive in the area of literacy, they need to possess the ability to speak, listen, read, and write, as well as to view print and non-print text in order to achieve the following:

- communicate effectively with others
- think and respond critically in a variety of settings to a myriad of print and non-print text
- access, use, and produce multiple forms of media, information, and knowledge in all content area

At the primary and elementary schools, students were given grade appropriate reading inventories to determine their reading level. After determining the reading level, Instructional Facilitators worked one-on-one with teachers to assist with finding resources at each child's reading level. Instructional Facilitators also worked with teachers in reviewing the components of a literacy block and how to manage small group instruction effectively. Both schools have built in a tutoring time during the school day. During this time, students not meeting grade level expectations for reading are provided extra reading practice time. Instructional Facilitators work closely with teachers to make sure the needs of students are being met by scheduling in class support visits. During in class support visits Instructional Facilitators go into classrooms and model teaching the literacy block. After modeling, the Instructional Facilitators meet briefly with the teacher to determine next steps.

The District's commitment to improving literacy is extended to our middle school and high school. In the 2014/2015 school year, T.J. Elder Middle School and Washington County High School were awarded with the Striving Reader Comprehensive Literacy Grant. As a part of the grant, the schools were able to purchase a variety of materials and technology in order to help increase the reading and literacy levels of our students through the implementation of texts, technology, differentiation, high interest reading materials, and engaging lessons across content areas. Both schools administer the Scholastic Reading Inventory three times a year in order to track the progress of all students and monitor Lexile levels. The Scholastic Read 180 program was purchased through the grant to help students who are reading at a 'Below Basic' Lexile level, and the Scholastic System 44 was purchased by T. J. Elder Middle School to help students who lacked proper phonetic development. Professional development focusing on reading comprehension strategies and developing and implementing literacy focused modules will be provided to teachers throughout the school year.

This year the District has established teacher led data teams in each school to help track data. Data such as attendance, achievement, literacy growth, and RTI is tracked. During the grade level meeting, teachers share their data and discuss possible interventions for those students not meeting the learning targets. The leaders of each grade level data team then meet with the administrative staff to provide data to the Principal on how students in each grade are growing in their goals. The administrative staff is able to monitor how each grade is progressing and is also able to hear some of the academic concerns teachers are experiencing. This flow of data goes to the Superintendent. Principals meet with the Superintendent at least once per nine weeks to review the progress of the School Improvement Plan and to review the data charts. At this time the Superintendent is able to see how the district office can best support each school in meeting its goals.

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Self Assessment

Introduction

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

Purpose and Direction

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

Overall Rating: 3.0

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

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

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

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

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

Washington County Schools re-examine its mission, vision, and belief statements yearly and revise them to be more in line with current realities. In July of 2013, the following vision statement was adopted: Washington County Public Schools - where students acquire knowledge and skills to provide the link being an early learner and becoming a self-supporting citizen, filling all the needs within a community. The current vision statement, "Washington County Public Schools - Building the foundation for a thriving community of self-supporting citizens through diverse educational opportunities. Enter our doors as a child; exit our doors as a well-rounded and productive citizen," and mission statement, "Washington County Public Schools -inspiring all students to excel in academics, arts, and athletics," were the results of months of discussion among teachers, administrators, parents, community representatives, and board members. Combined with the system's mission and beliefs, this vision clearly establishes the purpose of our school system - to educate its children so they can create successful communities in the future. As a result, the Board of Education formally adopted these revised statements in November of 2015.

The mission and vision statements are prominently displayed on the system's website, system's letterhead, Friday Forecast (weekly news production), Washington County Chamber of Commerce's promotional magazine, Washington County Schools' brochure, as well as our system newspaper, "Hawk Highlights". In addition, the mission, vision, and beliefs are communicated during the Teacher Induction Program for Success (TIPS), and the annual State of the System Address conducted by the superintendent. The State of the Schools PowerPoint presentation includes the mission, vision, and beliefs statements, system and school accomplishments and data related to student achievement and attendance as well as teacher credentials and school's CCRPI status. This PowerPoint is presented to civic organizations

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throughout the year, Retired Teachers Association in November, as well as, the Washington County Chamber of Commerce during the month of December. As part of the District's regular communication, the PowerPoint is shared with the Board of Education and with parents at various parent meetings such as School Council meetings, PTA meetings, and general parent conference nights/afternoons. In addition, these statements are printed in the system and school level employee handbooks and appear on the announcement boards in the board office and in all schools.

The Superintendent begins the school year by visiting each building and sharing the system's accomplishments from the previous year and its goals for the new one. This presentation sets the tone of high expectations for all and for the system's commitment to improving our community by ensuring its children receive the best education possible. She follows up these presentations by meeting at least twice each year with each school's faculty in small groups throughout the day to allow teachers to share their concerns, suggestions, and comments. In addition, the Superintendent speaks at civic organizations throughout the county to keep our community stakeholders aware of the system's vision and to solicit their assistance in making the vision a reality.

Commitment to the vision is renewed each year when the system leadership team meets to discuss accomplishments and data from the previous school year and begins to formulate new goals for the upcoming school year. These goals are then further developed during the Summer Systemwide Leadership Retreat held in late July. At this meeting, the leadership teams of all the schools meet together to review system-level and school-level data, discuss upcoming challenges, and revise their respective school improvement plans to ensure alignment with the system mission, vision, beliefs, and goals. According to the AdvancED Staff Survey results, Washington County Schools rated 4.25 on Standard 1. This was the highest rating received among all five standards which indicates that the district successfully maintains and communicates their purpose and direction with commitments to high expectations for learning.

Washington County Schools develop a comprehensive District Strategic Plan (DSP) which is the overarching plan that guides system initiatives and direction. From it, each of the schools then develops and implements its own School Improvement Plan with references to the balanced scorecard. Although each school's plan is unique to the needs of the respective school, it is aligned to the system plan. All four schools are required to include the elements of a Title I Schoolwide Plan in their own plans, even though the high school is not a Title I School. The District believes that the Schoolwide Plan used by Title I is more comprehensive, as it addresses all components of the school's program.

The system's process for maintaining and using information that describes the school system, its programs, services, and schools and their performance is through the use of district / school improvement plans. The District and each school develop an Improvement Plan consisting of a district/school profile, narrative, and implementation plan annually. These artifacts are available upon request to any interested individual. The system also analyzes assessment results, progress toward reaching goals, and stakeholder survey results. Previously results of the Criterion Referenced Competency Tests (CRCT), the Georgia High School Graduation Tests (GHSGT), the writing tests (grade 3, 5, 8, and 11), the End of Course Tests (EOCT), and the Georgia Kindergarten Inventory of Developing Skills (GKIDS) were charted every year in a notebook produced by the District Office. This notebook contained charts showing results for three to five years disaggregated by all students, black students, white students, male, female, and students with disability as well as charts that show changes in student performance by domains within the assessments. The District also prepared data discs for each school that included individual student test results coded by level of performance. This data contained pivot tables which allowed the school to examine the data by teacher, race, gender, grade level, etc. Due to the relatively new administration of the Georgia Milestone End of Grade (EOG) Assessments, the Georgia Milestone End of Course (EOC) Assessments, and the Student Learning Objective (SLO) Assessments, data is being compiled and disaggregated for future comparisons and analyses. Each school maintains a Schoolwide Data Tracking form including data related to universal reading screeners, small group reading, SLO Assessments, academic progress, Response to Intervention participation, attendance, retention rates, after school tutoring participation, and discipline/behavior. College and Career Ready Performance Index (CCRPI) results are also provided.

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Washington County Schools uses various resources to maintain information. One such source is Infinite Campus, our student information system. The software allows teachers to maintain grades and attendance online, provides historical data for students beginning with the 2006-2007 school year (Statewide Longitudinal Data System - SLDS) and includes a parent portal that we utilize to help parents stay abreast of their student's grades, attendance, and behavior. Our system also maintains a website that allows all stakeholders to have access to information regarding the school system as well as each individual school.

The District Systemwide Leadership Team ensures that the system's vision, mission, and goals guide the work of the system and of the schools by planning, communicating, training, monitoring, and evaluating. This team consists of the Superintendent, Assistant Superintendent, Lead Instructional Facilitator, Parent Involvement Facilitator, School Improvement Specialist / Due Process Facilitator, Special Programs Director, Technology / Assessment Director, TKES / LKES Coordinator, and each building principal. This group meets at least once monthly at the Central Office to plan future improvement initiatives, to receive professional development related to the District's overall improvement focus, and to report on progress. In addition, monthly meetings are conducted with the Assistant Principals and the Instructional Facilitators to share results of the Systemwide Leadership Team Meetings and to ensure that both of these groups also receive the professional development updates. This year, 2015-2016, a Teacher Cabinet was developed to provide feedback to the superintendent from a teacher's perspective. The Teacher Cabinet consists of twenty-five randomly selected teachers from all four schools. They serve as the "Think Tank" for the District providing feedback and improving the two-way communication between the teachers and the superintendent, as well as, brainstorming new ideas and initiatives for school and district improvement. This year, teacher leaders are also receiving additional support and training in leading data and lesson development.

The system works cooperatively with Oconee RESA and Middle Georgia RESA to review our student assessment data as compared with the other district members of Oconee RESA. The implementation of Teacher Keys Effectiveness System (TKES) along with the comparison of our students' performance as cohort groups over time to students in other districts within the Oconee RESA area, help us determine trends in achievement by content area as well as by domain and we will be able to objectively identify teachers who may be in need of assistance to enhance their instruction to meet the needs of all students.

Washington County Schools implemented the Balanced Scorecard as a method for assessing the effectiveness of programs and of measuring our progress toward meeting the goals in our district improvement plan. The scorecard was developed with the input of the board of education, parents, teachers, and administrators during the 2009-2010 school year and was implemented for the first time during 2010-2011. Use of the Balanced Scorecard ensures that all schools and the system are working toward common goals that are aligned to the vision, mission, beliefs, and goals of the system. In addition, the scorecard is easy to understand and serves as the key monitoring instrument. In addition, the system utilizes a nine-week school improvement plan review process to monitor the implementation and effectiveness of each school's improvement plan. Regular meetings with the school's leadership team and district level staff will ensure that each school is making progress toward meeting its goals. Data is collected at each meeting to document and support each school's progress. Administrators and teachers also meet in grade level and content area meetings to discuss progress on best practices, issues of concern, goal attainment, and strategies to help all students achieve. Classroom walkthroughs are conducted by school level teams within the building, by school teams from other buildings, and by district office staff using a common framework to observe, monitor, and ensure that system goals, expectations, and professional development strategies are being implemented consistently from classroom to classroom and school to school.

To prepare for the anticipated number of administrative and teacher leader vacancies due to future retirements, "Aspiring Leader Cohorts" were developed. The first cohort, developed in 2013, and the second cohort, 2014, focused on developing leadership qualities with administrative training. The limited number of administrative positions available in Washington County led to the expansion of the program; therefore, the 2015 Aspiring Leader Cohort focuses on developing and training teacher leaders. Each cohort attends the Georgia Leadership

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Institute for School Improvement (GLISI), as well as, locally developed training sessions through the year. In addition, teacher leaders in all schools (defined as grade level or department chairs) received specific professional development on how to conduct effective meetings and analyze data, both designed to improve their abilities to ensure that the work of their groups is guided by the system's mission, vision, beliefs, and goals.

Governance and Leadership

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

Overall Rating: 3.5

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

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of effective system operation and student learning.	<ul style="list-style-type: none"> •Governing authority minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Governing authority training plan •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies •Historical compliance data •Governing authority policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 4

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

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

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts, and provide and support meaningful leadership roles for stakeholders. System and school leaders' proactive and persistent efforts result in measurable, active stakeholder participation, positive engagement in the system and its schools, a strong sense of community, and ownership.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Examples of stakeholder input or feedback resulting in district action •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan •Involvement of stakeholders in district strategic plan 	Level 4

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

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

The Washington County School District works diligently to maintain policies and procedures that set a strong foundation for school leadership, while allowing and protecting the autonomy of building level administrators and leaders to review their data, set priorities based on need, and monitor the progress of their instructional programs. The governing body reflects on its own practices, consistently measuring the soundness of its decisions and actions based on its ability to ensure a strong academic program, undergirding schools with the financial, technological, and instructional resources necessary to meet the needs of all students.

Indicator one discusses the policies established by the governing body as well as the practices that support the effective administration of the schools. The Washington County Board of Education has established policies that allow for the effective operation of its schools. Evidence of these practices can be found in the district's employee handbooks as well as school and student handbooks which are aligned to board

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policy. The board has also established mechanisms for monitoring instruction. Content-specific instructional facilitators ensure consistency by monitoring lesson plans and reviewing both student work and assessments for depth of knowledge. There is also a yearly PLC calendar and a weekly PLC plan and report that are issued to instructional facilitators by the Director of Professional Learning. Vertical teaming is held at consistent intervals throughout the school year to assist instructors in developing rigorous lessons that prepare students for the next level of learning. Oversight of fiscal management is evident in monthly financial reports submitted at board meetings and in manuals given to school bookkeepers containing detailed instructions for accounting procedures. The committee assigned this indicator a level three rating.

Washington County has a board that operates responsibly and functions effectively for the benefit of all students. After rich discussions and extensive review of artifacts, the committee agreed that indicator two should receive a performance level of four, due to the following evidence. The five member board works diligently to ensure that decisions are made responsibly and that schools are provided with the resources and supports necessary to maintain high quality academic programs. The board consistently supports schools they endeavor to implement literacy initiatives, increase instructional technology, and develop leadership capacity within their buildings. Additionally, the governing body has developed and implemented policies and procedures guarding against conflict of interest. All members are required to participate in professional development in which they are informed of their individual and collective duties and responsibilities. Furthermore, the board formally adopts and signs a code of conduct, ensuring that members are held to high standards and act ethically at all times. Finally, the board consistently reviews achievement data to develop goals and reflects on its effectiveness in achieving those objectives using the balanced score card.

Indicator three references the governing body's commitment to ensuring that leaders are able to act with autonomy to meet goals for achievement and instruction and to manage the day-to-day operations of their schools. Artifacts used to arrive a rating for this indicator include school improvement plans and the collaborative process by which they are developed. Building principals work with their leadership teams to analyze achievement and trend data. Using this information, they develop their school improvement plans based on the needs of their learners. Another significant piece of evidence in support of the committee's rating is the schools' professional learning agenda. Again, it is school-level leadership driving this process, reviewing current instructional practices and conducting needs assessment surveys to determine the professional learning needs of the staff. This process is conducted independent of the governing body. Once schools have submitted their school improvement plans, the governing body develops the district strategic plan, outlining strategies that provide support to schools. An additional factor that assisted the committee in arriving at its rating is the evidence that the governing body maintains a clear distinction between its roles and that of the schools' leadership. Artifacts in support of this statement include roles and responsibilities of system and school leadership as well as agendas and minutes from school leadership meetings. Based on this plethora of evidence, the committee assigned the district a rating of four for indicator 2.3.

Indicator four states that, "Leaders and staff at all levels of the system foster a culture consistent with the system's purpose and direction." The committee agreed on a rating of three for this indicator. The mission statement for the Washington County school district reads, Washington County Public Schools--inspiring all children to excel in academics, arts, and athletics. As such, leaders and staff work diligently to provide a myriad of experiences and opportunities for learners. There are a wide range of academic programs developed to meet the needs of all our learners. These programs include Discovery, Honors and AP courses, as well as Dual-Enrollment. Support classes and tutoring have also been embedded into the school day to provide learners with additional support and remediation. School leaders have developed a student-centered approach to their school schedules, employing ELT (Extended Learning Time) at each school and flexible grouping strategies based on data.

As stated in the aforementioned mission statement, our district acknowledges and embraces the variety of talents and ambitions of every learner. Therefore, we have consistently provided schools with support for dance, band, theater, chorus, and art. Our student athletes inspire others and unite the community. At Washington County, staff and leaders consistently celebrate these athletes and offer encouragement to them. Leaders at every level throughout the district encourage and support excellence in all areas.

We believe that through high quality instruction and a variety of learning experiences our learners will be equipped to fulfill our vision of becoming well-rounded and productive citizens. In addition to offering students a variety of opportunities, the district leaders of Washington County recognize the need to develop leadership capacity throughout the district. Dr. Hinton's Aspiring Leaders Cohorts provide teachers with the expertise they need to drive change and improvement efforts within their schools. Other opportunities for shared leadership at the

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district level include the Teachers' Cabinet and the District Technology Committee. When considering this indicator the committee also reviewed professional learning artifacts which include vertical teaming, the annual technology carousel, and the professional learning artifacts at the district level. The committee then examined each school's improvement plans and decisions made in support of those plans. The system strategic plan and shared leadership artifacts also provided support for indicator four.

The Board of Education understands the importance of collaborating with all stakeholders to ensure that its actions are congruent with the needs and expectations of learners, their families, and the community at large. At the district level, parents of students receiving ESOL services meet with the Title III director and teachers to review testing information and develop programs, such as the annual ESOL dinner, which promote a sense of community and shared accountability for learners. Each year, the board provides training to school council members on their leadership roles within their respective schools. This training informs stakeholders of the purpose, practices, and expectations of school council members and how vital their input and feedback are to school leaders. Moreover, the district has developed publications such as the Friday Forecast (weekly), One Voice, and Hawk Highlights which, in addition to providing information on upcoming athletic and artistic events within the schools, are used to communicate pertinent information about student achievement and community service events.

The district's commitment to meaningful stakeholder involvement is also evidenced by the variety of opportunities offered within each school. At the primary level, parents are kept actively engaged through events such as Night with Mom, Date with Dad, as well as School Rocks with Mom and Dad. Monthly pride programs communicate the successes of students to community members and reward good citizenship. The elementary school also conducts monthly pride programs and provides students with leadership opportunities through programs such as STARS, DOLLS, and the Principal's Cabinet. Title I meetings and curriculum nights also ensure that stakeholders are actively involved in student achievement. Middle school leaders engage parents through variety of curriculum night offerings and monthly postcards which keep parents apprised of upcoming events. Washington County High School utilizes student and school councils to ensure that students and parents are actively engaged and are aware of school goals and initiatives. There is also a quarterly parent night meeting in which achievement data and progress made towards improvement goals are discussed with stakeholders. Teachers and leaders throughout the district communicate with parents through forums such as remind 101, newsletters, and parent portal. The continuous efforts of the schools and district to maintain active stakeholder engagement, providing opportunities for them to shape decisions and provide meaningful feedback justifies the committee's decision to rate indicator 2.5 as a level four.

Having fully implemented both TKES and LKES district-wide, the district ensures that evaluation and supervision are continuous and that the results are used to impact instruction and adjust professional practice. The administration of each school uses the TKES evaluation instrument to conduct walkthroughs. Per the TKES evaluation system, each teacher receives a minimum of four walkthroughs each lasting ten minutes as well as two formative evaluations lasting thirty minutes. Additional walkthroughs are conducted by the instructional facilitators to ensure that literacy strategies are implemented with fidelity. Furthermore, the district leadership conducts walkthroughs to monitor student engagement and rigor as well as co-teaching strategies. The results of supervision and evaluation have consistently led to improved professional practice and are used to drive professional learning. Standards-based classroom, differentiation, standards-based commentary, and flexible grouping strategies are all initiatives that have resulted from data collected from observations. Extended learning time, the examination of student work, and the development of rigorous assessments have also been the results of ongoing supervision that is focused on student success. Finally, the use of LKES, the evaluation system for building administrators, ensures that administrators are not merely functioning in a managerial capacity; rather, they are the instructional leaders within their buildings, researching ways to use data, training teachers on the implementation of research-based strategies, and developing performance goals aligned to their school improvement plans.

The governing body is committed to sustainable improvement efforts. As such, the district has strategically developed systems which support lasting change. Vertical teaming begins at the district level with monthly meetings between building principals, the superintendent, and other district leaders. During this time, Dr. Hinton reviews important information from the Georgia Department of Education, conducts book studies, and facilitates discussions among principals concerning student achievement. In service days are used for vertical teaming across content areas. Adjustments have also been made to professional learning to ensure that teachers are supported and that learning is relevant for all

teachers. Recently the district has begun piloting a new professional learning program which will ensure that professional learning is tailored to meet the individual needs of instructors. The addition of content specific instructional facilitators and the district director of professional learning have also increased the measuring and monitoring component of professional learning; thereby, ensuring that learning is consistent from one site to another and that facilitators are available to assist in monitoring instruction, developing curriculum maps, and assisting teachers in implementing researched-based strategies.

Although the district and schools have worked diligently to create a collaborative culture in which data is consistently used to drive instructional improvements, there are always ways in which the system and its schools can improve. There is a need to ensure that measuring and monitoring are occurring with fidelity. To strengthen these efforts, the district has partnered with The Georgia Leadership Institute for School Improvement to build leadership capacity within each school. During GLISI retreats administrators and teachers spend a total of six days conducting root- cause analyses, developing solutions, and learning ways of measuring and monitoring their progress. Recently, the district has revamped its approach to how data is collected and analyzed. Instead of the district leaders collecting and disseminating data to the schools, data collection now begins at the classroom level, with teachers collecting data and reviewing it as a department. In an effort to provide early interventions to learners, schools data teams are also analyzing data consistently and drilling down to individual students. It is our belief that these strategies for improvement will guarantee that all students will exit our doors college and career ready.

Teaching and Assessing for Learning

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

Overall Rating: 3.0

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

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Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, system and school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Standards-based report cards •Surveys results •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •Vertical Team Activities 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers throughout the district plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Authentic assessments •Examples of teacher use of technology as an instructional resource •Findings from supervisor formal and informal observations •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Surveys results •Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Interdisciplinary projects 	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	All system staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels, content areas, and other system divisions. Staff members have been trained to implement a formal process that promotes discussion about student learning and the conditions that support student learning. Learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most system personnel. System personnel indicate that collaboration causes improvement results in instructional practice, system effectiveness, and student performance.	<ul style="list-style-type: none"> •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Professional development funding to promote professional learning communities •Peer coaching guidelines and procedures •Examples of improvements to content and instructional practice resulting from collaboration •Examples of cross curricular or program projects, interdisciplinary instruction, and classroom action research projects 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the system's instructional process in support of student learning.	All teachers throughout the system use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	System personnel are engaged in mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all system personnel and include measures of performance.	<ul style="list-style-type: none"> •Survey results •Descriptions and schedules of mentoring, coaching, and induction programs with references to district and school beliefs and values about teaching and learning •Records of meetings and informal feedback sessions •Professional learning calendar with activities for instructional support of new staff •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices 	Level 3

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

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

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

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

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

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

Washington County School System has a solid process in place for ensuring that curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

One of our major strengths is that our system's curriculum provides reasonable and challenging learning experiences that ensure all students have adequate opportunities to develop learning, thinking, and life skills that lead to success at the next level. All teachers have posted common learning objectives to ensure that like courses / classes have the same high learning expectations across the system. Course, program, and school schedules are designed so that students are exposed to challenging and equitable opportunities to develop learning, thinking, and life skills. After reviewing the results of our Spring 2015 Georgia Milestone Assessment, the District has decided to reexamine our literacy instruction. Each school has created a tutoring time in which students are engaged in activities that are designed to increase

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literacy skills. All schools have adjusted their schedules to include special instructional periods. At the middle school, each day begins with small group sessions led by teachers that focus on identified student needs. The high school uses "Hawk Time," to provide students additional instruction to address weaknesses in literacy. The primary and elementary schools use their small group tutoring time to address student deficiencies in the area of reading. The District ensures that challenging learning experiences are being designed for students through the use of Instructional Facilitators (IFs). Instructional Facilitators facilitate all common planning sessions in the district. The IFs serve as a guide on the side during planning to ensure that challenging learning experiences are being designed for all students.

Vertical team meetings are another area of strength for Washington County. Representatives from all four schools meet at least twice a year for vertical team meetings. During these meetings vertical and horizontal alignment and alignment with goals and statements of purpose are monitored. During vertical team meetings, our teachers engage in activities such as developing a document that outlines common vocabulary terms. A K - 12 math screener was also developed as a result of our vertical team work. In English language arts, teachers have created and revised system wide writing rubrics. Science and social studies teachers have examined standards and determined next steps for student growth. Our vertical team sessions have been vital for establishing horizontal and vertical alignment within the district. Along with vertical team meetings, the monitoring of curriculum maps is an additional way in which the system monitors curriculum, instruction, and assessment. All grade levels and courses have created curriculum maps which are housed at the school level but the documents are also hosted on the system's shared network. By hosting the curriculum maps on a shared network, the curriculum maps become living documents where maintaining and making adjustments becomes an easier task. The system's continuous improvement process ensures that vertical and horizontal alignment are maintained and enhanced in curriculum, instruction, and assessment. During first semester of the school year, our Superintendent provides the system and building level administrators a draft copy of the continuous improvement plan. At that point, team members review the data and continuous improvement document to make suggestions for adjustments. After all stakeholders have reviewed the plan, the system's continuous improvement plan is then aligned to the school improvement plan for each school.

Teachers throughout Washington County engage students in their learning through instructional strategies that guarantee achievement of learning expectations. To help ensure that students meet the learning expectations for each class / course, professional development sessions have been conducted that focus on designing formative assessments and using the data from the formative assessments to guide small group instruction. When necessary, teachers personalize instructional strategies and interventions to address the individual learning needs of students. Teachers plan and use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Teachers in grades 6 - 12 have implemented the use of Document Based Questions to help develop critical thinking skills in our students. Teachers in K - 5 plan lessons with a focus on enhancing a child's ability to use critical thinking skills.

Teachers in our district also use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools. The District has developed a set of Instructional Non-negotiables that outline expectations for all teachers in the development and presentation of lessons and units and in the elements necessary for each classroom. Included in this list are lesson format, vocabulary strategies, activating and summarizing strategies, posting and reference to the standard and essential question, current word walls and student work with teacher commentary, graphic organizers, differentiation strategies, and flexible grouping. Since all teachers, regardless of content area or grade level, are expected to include these elements in their instruction and these elements are monitored through the various Awareness Walk-throughs, the District ensures that curriculum, instruction, and assessment are aligned and support student achievement. The use of technology as a tool for teachers and students is a focus for the district. During weekly planning meetings Instructional Facilitators work with the teachers to design lessons that incorporate student use of technology. Instructional Facilitators also share technology instructional resources with teachers that can be used in their daily lessons.

System and school leaders in Washington County continuously monitor and support the improvement of instructional practices of teachers to ensure student success. System and school leaders formally and consistently monitor instructional practices through supervision and

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evaluation procedures to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice. The teachers in our school system are evaluated using the Teacher Keys Effectiveness System (TKES). Under TKES, school leaders are required to complete and document walk throughs for all teachers. When examining the administrative protocols and logs it is evident that school leaders have increased the amount of time spent in the classroom observing teaching and learning. The administrative staff has the option of assigning professional development offerings to teachers who need additional development in the ten domains of TKES. In addition to the TKES walk throughs, the District also completes District Walk Throughs. This walk through is conducted by system level personnel along with IFs. The goal of these walk throughs is to monitor and support the instruction that is occurring across the district. In March we are scheduled to have each school's data team members join the district team in a system wide walk through. At the conclusion of the walk through the team members will review the data and determine next steps in supporting the improvement of instructional practices.

The Washington County School System focuses on school improvement through structures that support improved instruction and student learning at all levels. All system staff participate in collaborative learning communities that meet both informally and formally on a regular basis. Collaboration often occurs across grade levels and content areas by having vertical team meetings within the school buildings and by meeting at the Board of Education on school in-service days. Staff members have been trained to implement, evaluate, and discuss processes that promote student learning and evaluate the conditions that support student learning. Researching, learning, using, and discussing instructional practices such as examining, reflecting, attending, and participating in study teams takes place throughout all of the schools on a continuous basis. Peer coaching takes place regularly among most of the system personnel. Professional Learning sessions throughout the district are held on Tuesdays and collaborative planning sessions are scheduled for Thursdays. During these sessions, teachers engage in productive discussions about student learning and the conditions that support student learning. Instructional Facilitators are responsible for planning and conducting these sessions. While the use of Instructional Facilitators is not new to our system, this school year marks the first school year that we have had content specific Instructional Facilitators. The content specific IFs are responsible for leading their content areas in collaborative planning and providing content specific professional learning.

Teachers implement the system's instructional process in support of student learning. All teachers throughout the system use an instructional process that informs students of learning expectations and standards of performance. The lesson begins by teachers discussing with students the expected learning target for the day. While this may vary in appearance from grade to grade each teacher ensures that students know what they should be able to do at the end of the lesson. Teachers follow a lesson framework that includes an opening, work session, and closing. The lesson framework ensures that students understand the learning activities in which they will be engaged in for the day. Teachers use data daily to determine if students have a solid understanding of the material. One such method is the use of formative assessments. Teachers use the data from formative assessments to make modifications in instruction as needed. We have implemented a Teacher Leader group that is responsible for leading their grade groups and departments in analyzing data and determining appropriate instructional support for maximum student learning.

Mentoring, coaching and induction programs support instructional improvement that is consistent with the system's values and beliefs about teaching and learning. System personnel are engaged in mentoring, coaching and induction programs that are consistent with the system's values and beliefs about teaching, learning and the conditions that support learning. These programs set expectations for all system personnel and include measures of performance. Teachers with three years or less of teaching experience in our system are assigned two mentors, a building mentor and a content-specific mentor. The building mentor focuses on areas that might be of concern in the building such as showing them how to use the copiers, explaining building policies and procedures, or informing them of events such as the time and location of faculty meetings. The content-specific mentor will concentrate on areas of instruction to ensure that the new teachers are comfortable with instructional delivery and student learning. Lastly, the new teachers then meet once a month at the board office to discuss instructional strategies and other areas of concern.

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The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress. One common practice among all schools is Parents ' Night. This is the time that parents are invited into the school to talk with teachers about their child's progress. An informative informational session known as 'Hawk Talk' is held at the high school during sporting events in order to capture the attention of and inform a set of parents who may not normally attend other scheduled family meetings. The elementary and middle schools conduct what is known as 'Curriculum Nights' in order to engage and inform families on topics related to curriculum. The primary school hosts such events as Grandparents Tea to ensure that families are engaged.

Grading and reporting is based on clearly defined criteria that represent the attainment of content knowledge and skills and it is consistent across grade levels and courses. Teachers across the system use common grading and reporting policies, as well as processes and procedures that are based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These criteria are located in each school's handbook. The criteria are sent home to parents at the beginning of the school year. Parents are asked to sign this document to acknowledge their receipt of the information. Their signature indicates that they are aware of the policies, processes, and procedures of grading, as well as how those grades will be reported. Washington County Schools employ a variety of techniques, including an extensive use of technology, in order to ensure that all students and staff have access to comprehensive information, instructional technology, and media services. The system website, www.washington.k12.ga.us, is a valuable source of information for students, parents, staff, and members of the community. The homepage contains a message section that includes current events, articles of interest, activity calendars, and links to each school's website, district policies, board meeting dates and minutes, department news, and forms. Employees also have access to their e-mail accounts from this website. In addition, every middle school and high school student has an e-mail account through the school system.

In addition, the District is utilizing Infinite Campus's Parent Portal. This portal allows parents access to their child's attendance, discipline, and academic information, including upcoming assignments, deadlines, and grades. Teachers and administrators already use Infinite Campus to access student demographic information, schedules, discipline events, current grades, transcripts, enrollment information, and test data. Teachers, of course, have access only to those students assigned to them while administrators have access to all students in their buildings. District Office personnel have access to all students and staff information.

Washington County staff members participate in a continuous program of professional learning. All staff members participate in a continuous program of professional learning that is aligned with the system's purpose and direction. The professional development is based on an assessment of the needs of the staff, schools and the system. We are proud that our program builds capacity among all professional and support staff. The District has made the commitment to provide each school an instructional facilitator whose primary function is to conduct professional development sessions and coach teachers by observation and demonstration to make certain that the District's professional development initiative are being effectively and consistently implemented throughout the District. These instructional facilitators (IFs) meet at least once a month with the Superintendent and meet weekly with the Lead Instructional Facilitator to receive professional development which is to be redelivered to each school's staff. Examples of topics discussed recently are the depth of knowledge of standards, the development of rigorous lessons, standards-based lessons and units, the elements of a standards-based classroom, differentiation, and the assessment for learning. The IF's maintain a calendar of their professional development activities and report their progress at each meeting. They, along with their teachers, are responsible for the development and revision of the curriculum maps in each building. These maps provide a snapshot of the curriculum teachers are expected to deliver along with a timeframe for delivery. The Superintendent also meets with all principals and assistant principals once a month. Presently these groups are participating in a book study on leading the work of increasing literacy skills.

The Washington County School System and its schools provide and coordinate learning support services to meet the unique learning needs of all students. System and school personnel use data to identify the unique learning needs of all students (including second languages), at all levels of proficiency. System and school personnel stay current on research related to unique characteristics of learning and provide or

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coordinate related learning support services to all students. Teachers collaborate to dialog concerning Response to Intervention (RTI) to examine and monitor student progress. The District employs a staff member who has the responsibility of coordinating the English Learning program. Teachers of English Learners attend state wide training on best practices in teaching students who are learning English. Each school maintains a list of support services for its student population. Teachers maintain lesson plans which include strategies for addressing the needs of all learners.

While we have areas that we consider to be relative strengths, we do have an area in which we feel needs further development. Washington County School District has made great strides to ensure that structures are in place whereby each student is known by at least one adult advocate in the student's school. At this point most students participate in a structure that provides them with interaction with an adult advocate. However, we would like to increase the number of students who participate in this structure. We feel that participation in such structures will lead to increase learning, thinking, and life skills. We will begin our plan for improving this area by creating a list of students matched to adults who would be an advocate for them. Our next step would be to look at the arrangement of the school day to determine a time for this formalized structure. Stakeholder surveys concur with this as an area that needs to be improved. When looking at our overall District rating for AdvancEd surveys, this area received the lowest rating from our stakeholders.

We have many strong points in our Teaching and Assessing for Learning program. Our system wide development of curriculum maps, our vertical team work, and our development of common assessments are just a small example of why we rated our District a Level 3 for this standard. To sustain our work, it will be incumbent upon us to continue establishing objectives and processes that will lead us to our desired results. We must create a plan and then execute the process. We will then examine the actual results and compare against the expected results. Our final step will be to make adjustments if the desired results are not achieved. The steps will be repeated until the desired results are attained. While Washington County Schools is a good system, we realize that we cannot rest on our laurels; we must continue to plan, do, and adjust. We will sustain our progress by not being content with just being a good system. We will continue until we are a great system.

Resources and Support Systems

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

Overall Rating: 3.0

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

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

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

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

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

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

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

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

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

Washington County School District (WCSD) has always placed a large emphasis on having superb resources and providing quality services in all schools. All resources and support systems clearly support the purpose and direction of the system to ensure success for all students. Through economic ups and downs, the students of WCSD have continuously had qualified teachers and access to a wide variety of support systems and resources.

There are multiple policies in place for system and school leaders that clearly define processes and procedures for hiring, placing and retaining qualified professional support staff. We have a very well rounded and experienced leadership team in our system so the retention of highly qualified professional remains a constant priority. We are proud that 100% of our teachers are highly qualified and working in their field. In addition, throughout the economic downturns of the past several years and increasing budget cuts, our system hasn't had to force furlough days upon any faculty or support staff. We've been fortunate to have a Superintendent and Board of Education that believes in being fiscally responsible and this has helped tremendously with the retention of our workforce.

Another strength is that material and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs and system operations. Textbook adoptions are on a cycle and teachers have access to needed resources. Grants are applied for as they become available and are also helpful with the acquisition of new materials. Leaders work together to secure funds and improve effectiveness of the system while providing equitable access to all students. Our media centers have vast collections to meet the various levels of our learners and remain a central 'hub' of the schools, as evident in the circulation statistics. With the increase of technology in our schools, our media specialists and their support staff have played a vital role in helping with the classroom integration of new equipment and devices. Our annual technology inventory supports how proud we are that all classrooms K-5 have between 3-5 students computers and there are also iPads and netbooks available for checkout. In grades 6-12, there are multiple class sets of iPads and netbooks available as well. All classrooms in the system have interactive whiteboards, adequate teacher computers and document cameras. In addition, there are multiple computer labs throughout the system in use daily by students. Our technology department is well trained and readily available to support teachers with both equipment needs and technology integration in the classroom. A large emphasis has been placed on the professional development of our teachers in the area of technology integration as identified in multiple needs assessments.

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Providing a safe, clean and healthy environment is certainly one of the most important tasks that we can take on in our system. School and system leaders communicate this essential role to all stakeholders on a regular basis. Pride in taking care of our buildings is instilled in everyone and a quick walk around the schools will support these efforts. Parents are confident that their children are in positive learning environments that provide a safe space for their most prized possessions. Safety drills are completed on a regular basis and equipment is routinely checked and maintained as necessary. Detailed emergency plans are in place in all buildings and accessible at any time.

The District is committed to meeting the needs of all students in all aspects of their development, whether it be physical, social, or emotional. A high demand is placed on the collaboration with various support agencies as provided in evidence and the community is considered a partner with all schools. Our schools begin working with students at a very young age to make them aware of college and career opportunities. School guidance counselors work with students through many of these processes. Our 4-year cohort graduation rate of 89.9% for the 2014-15 school year supports the commitment our system has to ensuring that all students are successful. The response-to-intervention process has been revamped and students are being provided extra support as needed as soon as they are identified.

In our schools, it is very evident that all stakeholders are working together to achieve a common goal of molding young people into successful and productive citizens.

Although it is our belief that resources and support systems is a strong area for our school system, we also realize that areas that are weaker than others and in need of improvement. We understand that technology is ever changing and it is difficult to keep everyone trained in all aspects of technology integration. We have many teachers in our system that embrace technology and others that need additional support. Staff stakeholder feedback has also expressed that more instructional technology is desired. In addition, we would like the ability to offer after a year long after school program and Saturday school but due to budget cuts there are no available funds for these programs.

The system is committed to continuous improvement in all areas. Professional development in the area of technology integration is already a priority and technology use in the classroom is on the rise. Stakeholder feedback consistently shows instructional technology training as an area of need. Trainings provided by the technology department, instructional facilitators and teacher leaders will continue and topics will be based on needs assessments. Lastly, the system leaders and board of education will continue to plan ahead and look at upcoming needs. It has already been determined that our leadership is a veteran group and therefore a cohort has been established to help build the leadership capacity of professionals already employed in our system.

Using Results for Continuous Improvement

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

Overall Rating: 2.8

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

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

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

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

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Indicator	Statement or Question	Response	Evidence	Rating
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	System and school leaders monitor comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Leaders regularly communicate results using multiple delivery methods and to all stakeholder groups.	<ul style="list-style-type: none"> •District quality control procedures for monitoring district effectiveness •Minutes of meetings regarding achievement of student learning goals •Survey results •Communication plan regarding student learning, systems that support learning, and achievement of school improvement goals to stakeholders •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •District quality control procedures for monitoring information about student learning, systems that support learning, and the achievement of school improvement goals •Examples of district marketing tools and websites that cite student achievement results or that make promises regarding student achievement •Executive summaries of student learning reports to stakeholder groups 	Level 3

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

Our system has established a clearly defined and comprehensive assessment system. The assessment system maintained produces data from multiple assessment measures about student learning. These assessment measurements are consistent across grade levels. The assessments used are proven to be reliable and bias free. The assessment system is used to evaluate for effectiveness in improving instruction that will enhance school improvement. Once the assessment measurements are analyzed, the data is used to drive instruction in the system.

In our system, all students grades K-12 are screened three times a year using a universal screener. Each classroom teacher in our system completes a classroom data tracking form. This data is used to complete a grade level data tracking form. A school level tracking form is then completed by the principal of the school. School leaders then share the data with other district leaders in monthly Principal meetings. In addition to the universal screeners, common assessments are administered across grade levels and are created using textbook generators

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or obtained from the Georgia Department of Education frameworks. This is supported through staff surveys where out of 5 possible points the district received an average of 3.9 points.

Systematic processes and procedures are used to assess system-wide data. This data guides most of our system's professional and support staff in designing, implementing, and evaluating continuous improvement plans to support learning. Data sources include comparison and trend data about student learning, instruction, the effectiveness of programs and the conditions that support learning.

The system test coordinator prepares and reports standardized test data to system leaders each summer during the district leadership meetings. The school leaders then share their school's data with their faculty and staff. This data is analyzed and reflected in the upcoming school year's School Improvement Plan. The standardized data is then compiled at the district level. This data shared with schools include trend data and comparison data which are used to support student learning instruction.

In our district, policies and procedures exist which describe the process for analyzing data. This data is used to determine improvement in student learning and readiness for success at the next level. System and school personnel continuously evaluate the data to guide student learning to ensure students are ready for success at the next level. On the district staff surveys, the district received an average of 3.95 points out of a possible 5 points. This suggests that the majority of the district staff feel the district is committed to improving student learning and ensuring the students' readiness and success at the next level. Each school has designated a block of time during the school day (Ridge Road Primary=Raising Academic Performance, Ridge Road Elementary=Tutoring in Progress, Elder Middle School= Extended Learning Time, Washington County High School=Increased Learning Time) to focus on getting students ready for the next level. Washington County High School has 37 students participating in the "Move On When Ready" program. These students receive college credit while enrolled as high school students. Also to ensure students are ready for success at the next level, the district has more of a focus on literacy with funds received from the Striving Reading Grant.

The district communicates information about student learning, system performance, and achievement of our system's school improvement goals to student, parent, and community stakeholders. During the regular scheduled school board meetings, the superintendent discusses the system's performance of student learning to all people present. Our local newspaper reporter attends all school board meetings and submits this information to the local newspaper. School leaders communicate student learning results at scheduled School Council meetings. Each school maintains a Facebook page that can be viewed by all stakeholders. The district staff surveys reveal this is indeed a strength for the district. The district received 4 points out of a possible 5 points.

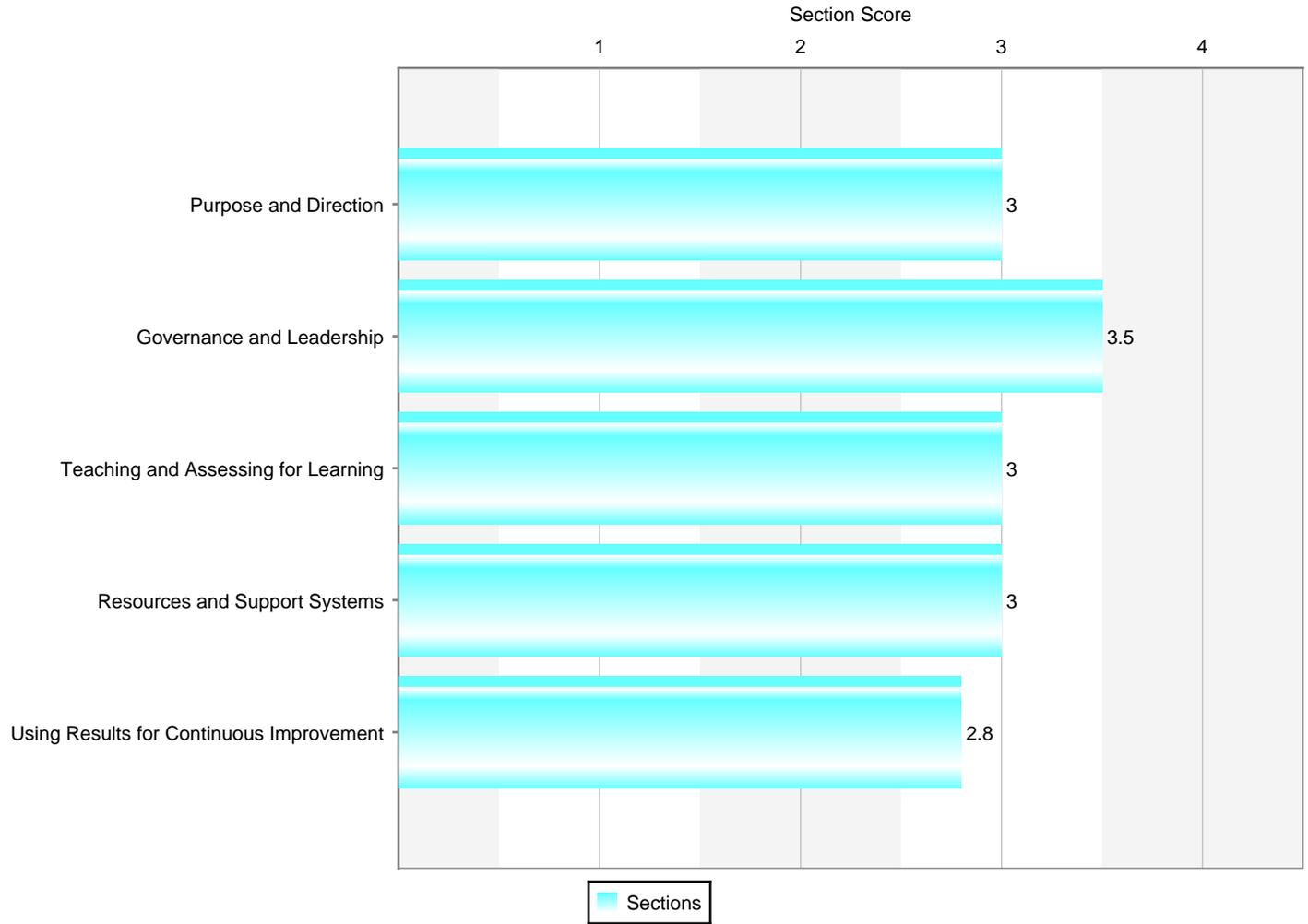
Most professional and support staff members in our district are assessed and trained through professional learning communities that occur weekly in our schools. During these professional learning opportunities, the faculty and staff evaluate and interpret data to guide student learning. While a focus has been on making sure all teachers are trained to analyze and interpret data, very little focus has been put on support staff members to do the same. The district recognizes the importance of the support staff in their impact they have on student learning. Without being trained in analyzing and interpreting data, the school's support staff is limited to the effectiveness they can provide to students in the classroom.

School and district leaders are committed to implementing a comprehensive assessment system that focuses on analyzing, interpreting and evaluating data. The system recognizes the range of data obtained is what drives student learning and the system's continuous improvement. In order to accomplish this, support staff, in addition to professional staff members, will participate in weekly professional

learning communities in all schools. More opportunities made available for support staff to become trained to analyze and interpret data through outside agencies such as Oconee RESA, Georgia Learning Resource System, and Georgia Department of Education workshops can enhance student learning. Support staff should be included in all school meetings when standardized data is being shared. Through increased knowledge of utilizing data that drives student learning, the maximum potential of support staff can have a positive impact on student learning.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		WCBOE Stakeholder Feedback Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

When looking at areas of strength, we focused on survey results that were strong across the district. We are pleased that all of our schools and the district as a whole fell into the level three category due to all results having an average of 3.20 or above. Beyond that, many of the averages were a 4.0 or higher as well.

Generally speaking, students across the district enjoy school and all that our schools offer. Purpose and direction scored highly among all schools and our students are confident that their teachers want them to be successful. Resources and support systems is also a strength for us according to students. Ridge Road Primary School (RRPS) has the highest overall score from students with a 4.82 on a five point scale. They are followed by Ridge Road Elementary School (RRES, 4.57), Washington County High School (WCHS, 3.66), and T. J. Elder Middle School (TJEMS, 3.32) respectively.

Parents in our system are also confident in our schools the average score for the district is a 4.06. As a district, the parents were consistent with students and feel that we are strongest in purpose and direction and resources and support systems. Parents believe their children are safe in our schools and teachers are committed to teaching. RRPS had the highest parent survey score with a 4.29. They were followed by RRES (4.15), WCHS (3.92), and TJEMS (3.90).

Our staff placed their highest confidence in purpose and direction and governance and leadership. Their overall score for the system is a 4.19. In keeping with our other stakeholders, RRPS had the highest score with a 4.26. RRES followed with a 4.20, then WCHS (4.29) and TJEMS (4.07).

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

From looking at surveys across multiple years, it can easily be determined that we provide a safe environment while ensuring that we keep a clear purpose and direction. Based on previous year's surveys it can be determined that our technology resources are increasing and becoming a more integrated part of instruction. There also appears to be increased satisfaction with facilities.

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

When comparing the AdvancEd surveys to other district administered surveys from previous years it can be determined that we provide a safe and healthy environment. It also seems to be unanimously agreed upon that a high quality education is offered and there are many resources and supports available for students. In addition, parents feel welcome and are provided opportunities to be actively involved in school functions.

Areas in Need of Improvement

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

Although we are very pleased with our overall survey results, we also understand that there is the continuous need for improvement. When looking at results, the focus was on overall average scores from a stakeholder group that fell below a 4.0 on a five point scale.

Student results from both TJEMS and WCHS were examined first since they were the lowest scores. When looking at the results from TJEMS, the lowest areas of satisfaction from students involved being treated with respect (2.47) and students respecting the property of others (2.37). All adults being treated with respect from students was the lowest score (3.1) that WCHS received from students.

Parent results from both TJEMS and WCHS were examined since the overall averages fell below 4.0. The following areas received the lowest scores from parents at TJEMS: "All of my child's teachers meet his/her learning needs by individualizing instruction" (3.67) and "All of my child's teachers keep me informed regularly of how my child is being graded" (3.69). Parents at WCHS gave, "All of my child's teachers keep me informed regularly of how my child is being graded" an average score of 3.54, their lowest rating. Tied with an average of 3.64 is, "All of my child's teachers meet his/her learning needs by individualizing instruction" and "All of my child's teachers work as a team to help my child learn."

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

It can be noted from the survey results that our students would like to see an increase in mutual respect between students and adults and they would like to be treated fairly. Parents would like to see increased communication in regards to grading procedures in grades 6-12.

What are the implications for these stakeholder perceptions?

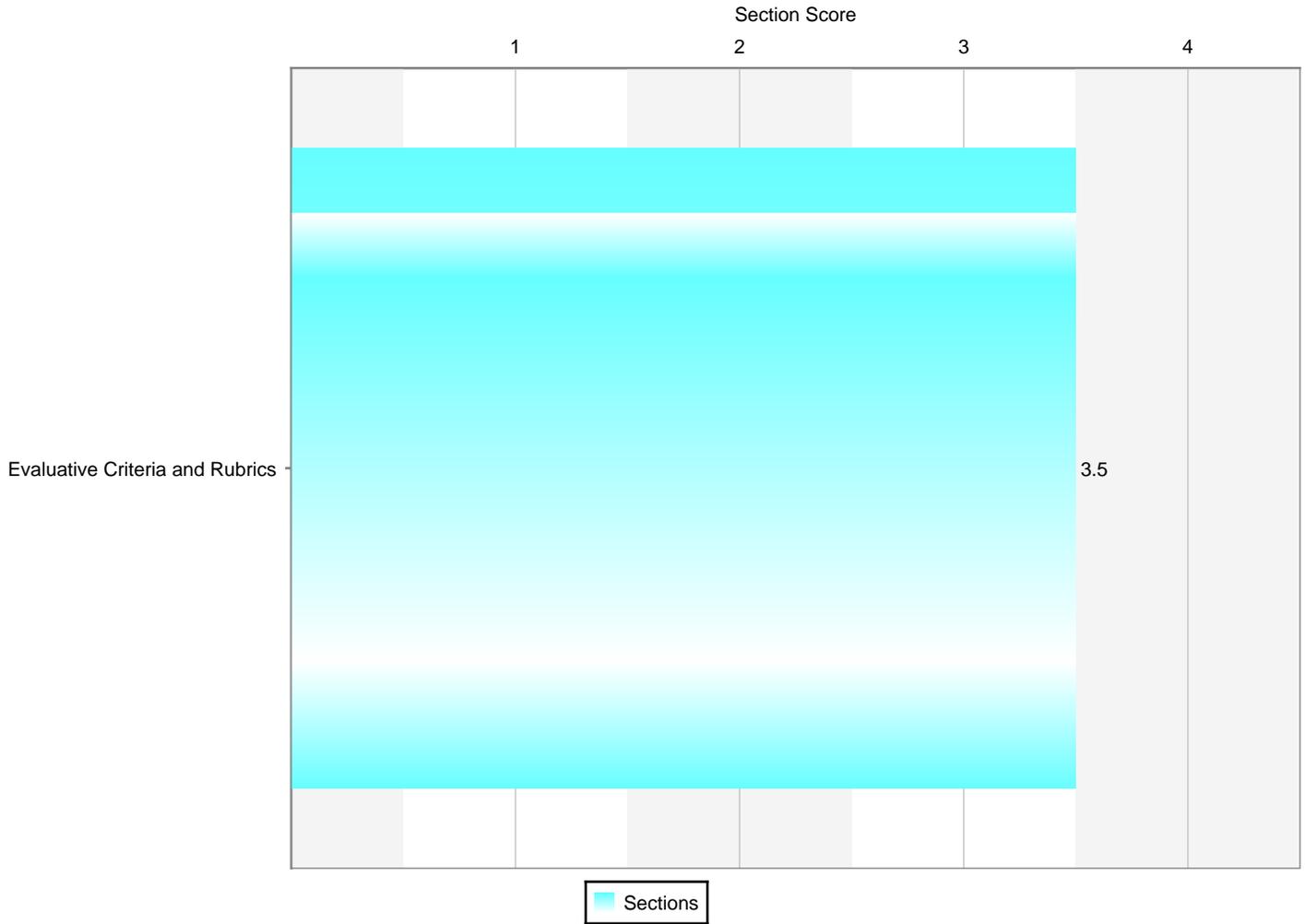
The strategic plan has addressed the need for improving student and parent relations. PBIS is being implemented at TJEMS and we hope to see an increase in positive relationships between staff and students. In addition, the strategic plan sets clear expectations for individualized, rigorous and relevant instruction.

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

Other surveys from previous years indicate that students don't always feel respected at school. In addition, parents have previously expressed concerns that grades are not always communicated quickly from all teachers. As already stated, goals have been included in the strategic plan to increase stakeholder engagement and we hope to see improved satisfaction in these areas.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

The Washington County School District has consistently performed strong in the areas of ELA and Reading. On the CRCT standardized state assessment we have maintained a high passing rate across grades 3-8. In grades 3, 5, 6, 7, and 8, we either tied with the state passing percentage or was right below the state passing percentage in the area of Reading. In grade 7 for ELA, our passing percentage rate was higher than the state average and in the other grades, we were again right below the state average. There are 5 other districts in the Oconee RESA with us. We have a higher passing percentage rate than 4 of the 5 districts across most grade levels in the ELA and Reading. For the EOCT standardized state assessments, 9th Grade Literature and American Literature are also an area of strength for us. For the 2014 GKIDS assessment, 90% of our students exceeded expectations in the area of ELA.

For the first administration of the Georgia Milestones Assessment, ELA was still an area of strength for the Washington County School District. In grades 3, 5, 6, and 8, and in 9th Grade Literature and American Literature we had a higher passing percentage rate than the Oconee RESA passing percentage rate. Our white subgroup had a higher passing percentage rate than the state in grades 3, 5, 6, and 8, and in 9th Grade Literature and American Literature.

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

The Washington County School District has shown a positive trend in the area of Reading. We have continuously increased our passing percentage rate on the Reading section of the CRCT, the 9th Grade Literature, and American Literature End of Course assessments.

Another area that is showing a positive trend is in Social Studies. We have increased our passing percentage rate on the CRCT across multiple grade levels and on the US History and Economics End of Course assessments. On the Georgia Milestones, we had a higher passing percentage rate than RESA in grades 4 and 5 and in US History.

Which area(s) indicate the overall highest performance?

The Washington County School District performs the highest in the areas of Reading and ELA. For the 2014 CRCT, we had a passing percentage rate of 92% or higher across all grade levels except grade 4 for Reading and grades 3 and 4 for ELA. On the Georgia Milestones grades 3, 5, 6, and 8, 9th Grade Literature, and American Literature had a higher passing percentage rate than RESA.

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

Our students with disabilities have shown an increase in performance on the EOCTs from 2011-2014 in the areas of 9th Grade Literature (19% to 31%); Physical Science (10% to 27%); and US History (14% to 25%). Our black sub-group increased on the Biology EOCT from 38% to 58%.

On the CRCT, our students with disabilities have increased in math from 2011-2014: grade 3 (44% to 71%); grade 4 (27% to 56%); grade 5 (56% to 67%); and grade 6 (27% to 44%). Our black sub-group also increased in performance in math: grade 3 (72% to 80%); grade 5 (64% to 87%); and grade 6 (64% to 72%).

Between which subgroups is the achievement gap closing?

Our highest performing subgroup across multiple content areas and grades is our white population of students. Our lowest performing subgroup across multiple content areas and grades is our students with disabilities. On the CRCT, the gap has closed on the passing percentage from 2011-2014. Although students with disabilities have not performed as well on the EOCTs as they did on the CRCT, the gap between them and the white population of students has closed some from 2011-2014.

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

Other data sources reviewed are benchmark assessments, common summative assessments, formative assessments, Student Learning Objectives (SLOs), SRI reports, DIBELS reports, writing assessments, SAT and ACT scores. The district's test results from the first administration of the Georgia Milestones are consistent with previous state standardized test results. The data sources show that the district's white population of students consistently is our top performing subgroup and students with disabilities is our lowest performing subgroup.

Areas in Need of Improvement

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

The overall passing percentage rates in the areas of Science and Social Studies on the CRCT in grades 6-8 are below the expected levels of performance. These two areas have the greatest gap between the district's overall passing percentage rate and the state's passing percentage rate as compared to Reading, ELA, and Math. For the US History and Economics EOCTs, our overall passing percentage rate is below the expected levels of performance. Of all eight EOCTs administered, these two have the greatest gap between the district's overall passing percentage and the state's passing percentage. On the Georgia Milestones End of Grade and End of Course assessments Science and Social Studies continue to be low performing areas for the district.

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

Our students with disabilities and black male subgroups are continuously the district's lowest performing subgroups across multiple grades and content areas. Even though some progress is being made within the subgroups, these two subgroups are well below our white population of students and the state's overall passing percentage for the CRCT and EOCTs. Our students with disabilities performed below expectations on the Georgia Milestones End of Grade and End of Course assessments across all content areas.

Which area(s) indicate the overall lowest performance?

Science and Social Studies are the areas with the overall lowest performance on the CRCT from 2011-2014. This was also prevalent on the Georgia Milestones End of Grade and End of Course Assessments. No grades in Science and Social Studies and Physical Science, Biology, US History, or Economics EOC scored equal to or higher than the state's passing percentage rate.

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

The district's students with disabilities and black male subgroups are continuously our lowest performing subgroups. Even though some progress is being made, it is not enough to show a trend toward increasing performance.

Between which subgroups is the achievement gap becoming greater?

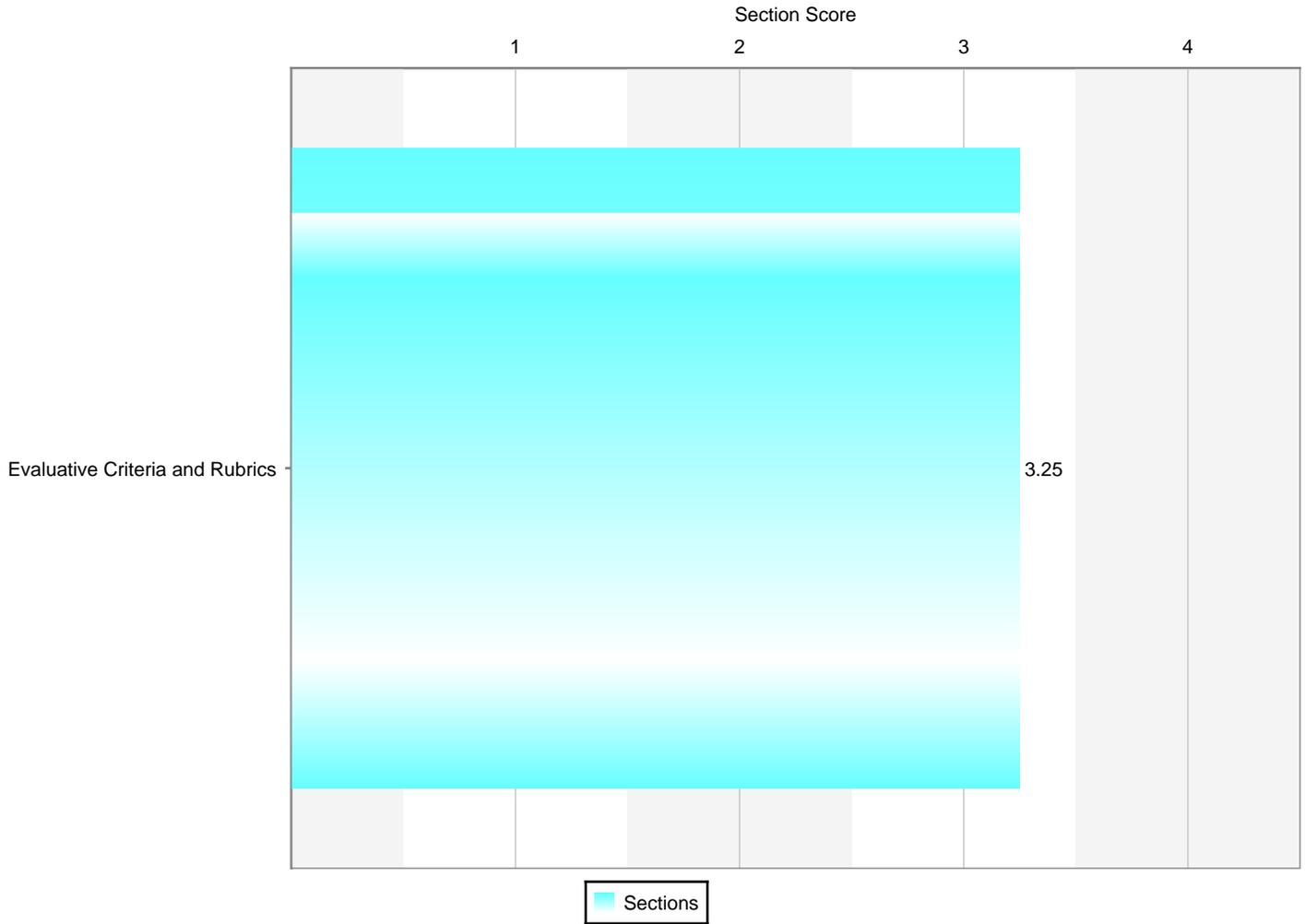
With the implementation and rigor of the Georgia Milestones, the achievement gap between students with disabilities and the other subgroups became greater. On the Georgia Milestones End of Grade and End of Course assessment, students with disabilities had a 0% passing rate in all grades and content areas except 3rd grade ELA, Math, Science, and Social Studies and the Analytic Geometry EOC.

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

Other data sources reviewed are benchmark assessments, common summative assessments, formative assessments, Student Learning Objectives (SLOs), SRI reports, DIBELS reports, writing assessments, SAT and ACT scores. The data sources show that the district's students with disabilities and black males continue to perform lower than the district's other subgroups. Data analysis of the Georgia Milestones is also consistent with previous state standardized assessment results.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		

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

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		

Accreditation Report

Washington County School District

Label	Assurance	Response	Comment	Attachment
6.	The system verifies that all institutions within its jurisdiction meet the AdvancED Standards for Schools. Attach a description of the quality assurance process used to monitor the institutions.	Yes		