Accreditation Report

Lee County School System

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Executive Summary

Introduction

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

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

Description of the School System

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

   The Lee County School System has an enrollment of approximately 6400 students. The system has two primary schools, two elementary schools, two middle schools, a ninth grade school and a high school. In addition to these schools, a pre-kindergarten center and an alternative school are part of the school system. All schools are located within the city limits of Leesburg, Georgia.

Lee County has a population of approximately 33,700 people. The northern half of the county is rural, and the southern half is suburban with most parents working in Albany. The socioeconomic level in Lee County is among the highest in South Georgia. The free and reduced rate for the school system is 43 percent. The racial profile for the system is 72 percent white, 20 percent African-American, three percent Asian, two percent Hispanic, and three percent other. The school system is the largest employer in Lee County with a monthly payroll of approximately $ 3.5 million with 440 certified employees, 378 non-certified employees and 114 part-time employees.

   Several major changes in the school system have occurred within the last three years. They include: building a new elementary school, dividing the middle school into two campuses and moving the alternative school to a new location. The school system also realigned school zones for grades prekindergarten- eighth grade. Before the change, students in grades prekindergarten through eighth grade who lived on the east side of Lee County attended schools in the west. A similar dilemma also occurred with students living on the west side. Now, zones have been aligned, and these students attend schools located in the area of Lee County in which they live.

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.

Our Vision: To be a school system with a drive for excellence and a passion for distinction.

Our Mission: To ensure that all students realize their unique potential through a system characterized by caring, dedicated teachers who have an uncompromising commitment to excellence.

Our Beliefs:

Strong partnerships among home, community, and school support learning

Caring, dedicated teachers and supportive parents enhance student achievement

Genuine respect for all is a necessary element of excellence

The essentials for success can best be taught by word and by deed

Learning requires discipline and nurturing

An unwavering commitment to continuous improvement is the path to excellence

   The Lee County School System has an excellent reputation for providing quality educational services. The school system continues to grow at an annual rate of one and a half percent. This is unlike many other South Georgia systems that face declining enrollment. For many years, people have moved to Lee County in order for their children to attend Lee County Schools. This is a compliment to the school system, however with this is the community's high expectation for quality schools. Historically, student achievement has been very high in Lee County. In recent years, the school system was one of few systems in the state to consistently produce high test scores.

   School activities are highly supported by parents and community. Many school activities require parents to arrive early to find a seat. Quality of life in Lee County is very high. Lee County is a great place to live, work and raise a family. This has been stated numerous times. The vision of the school system is "a system with excellence and a passion for distinction". This vision is evident throughout the school system. The board of education and the school system has adopted and embodies the following beliefs: strong partnerships among home, community, and school support learning; caring, dedicated teachers and supportive parents enhance student achievement; genuine respect for all is a necessary element of excellence; the essentials for success can best be taught by word and by deed; learning requires discipline and nurturing; and an unwavering commitment to continuous improvement is the path to excellence.

   Programs established to serve our students include English Language Learners (ELL), serving students K-12; the Early Intervention Program (EIP), serving students K-5; gifted and talented, serving students K-12; alternative education, serving students 4-12;special education, serving students Pre K - 12; targeted assistance through Title I, serving students in 6-12; advanced placement, serving students in 9-12, and career, technical and agricultural education, serving students in 9-12. The variety of program offerings shows Lee County's desire to meet the needs of all students! Students are expected to work with staff to meet their full potential. Teachers spend countless hours in professional development both in house and through attendance at SWGARESA and conference training. Administrators work to ensure that what is learned is implemented in the classroom instruction. System and school leadership teams work together to implement system and school goals. With the assistance of teachers,students set individual academic goals for the year. All of these efforts move the LCSS toward improving student achievement.

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 system's notable achievement over the past three years has been our students' progress with state test scores. Our students continue to achieve success and improve. With the implementation of Positive Behavior Interventions and Support (PBIS) all schools have also seen significant decreases in discipline referrals. This has led to more time on task for students, teachers, and administrators. Another notable achievement is that our high school has improved the graduation rate 16% over the past three years!

Other notable achievements include:
 1. Georgia Lighthouse School Re designation for Lee County Middle Schools East and West.
 2. Lee County High School principal, Kevin Dowling, was the the Georgia Association of Secondary School Principals - Principal of the year for 2012.
 3. Lee County High School has achieved Reward status designation for the past two years.
 4. LCHS 9th grade campus has been a Georgia Title 1 Distinguished school for the past four years.
 5. Twin Oaks Elementary School Principal, Jason Miller, is the current President of the Georgia Association of Elementary School Principals (GAESP)
 6.Twin Oaks Elementary School was invited to present at the Student Support Team Association for Georgia Educators (SSTAGE) conference in Athens, Georgia in 2012.
 7. LCHS's English teacher, Coni Grebel, was a finalist in Georgia's Teacher of the Year selection.
8.High school drama teacher was selected as Lee County Chamber of Commerce's Woman of the Year.
9. ROTC instructors, Captain Albert Shuette and Gunny Billy Cash were selected as Partners in Education by the Lee County Chamber of Commerce.
10. LCMS Principal, Susan Manry, selected as a Georgia Distinguished Principal of the Year - 2013-14.
11. LCMS presented the Effective Middle School Program Award.
12. Two middle school math teachers presented at the 2013 Georgia Association of Curriculum and Instruction(GACIS) Training Conference
13. Kim Conley, previous system math coach and current LCMS math teacher, serves as a region representative on the the Georgia Council for Teachers of Mathematics (GCTM) and has worked with the Ga. DOE's math advisory council, She is a member of the DOE CCGPS unit writing and revision teams. She will be a grade 8 module writer for the Summer Academies for DOE in 2014.

   The Lee County School System is working diligently to close the achievement gaps with our subgroups. We also strive to improve the achievement of our gifted/ exceeds students. Currently and certainly over the next three years, we hope to further implement differentiation with both the students who need remediation and with those aforementioned who need acceleration. This would reach both goals of closing the gaps and increasing achievement for both groups. The plan is to make technology integration a regular part of day to day classroom instruction.

Additional Information

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

Lee County is the home of Buster Posey- professional baseball player, Luke Bryan- Country Music Artist of the Year, Phillip Phillips- American Idol winner and recording artist, and Carly Mathis- Miss Georgia 2013.

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 has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	•Survey results •Examples of communications to stakeholders about the district's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the district's purpose and direction •Copy of strategic plan referencing the district purpose and direction and its effectiveness •More evidence provided on flashdrive.	Level 2

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.	•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 •More evidence provided on flash drive.	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 clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong 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 hold one another accountable to high expectations for professional practice.	•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 •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 •More evidence provided on flash drive.	Level 4

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.	•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 •More evidence provided on flashdrive.	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.

According to self- assessments, varied pieces of evidence, and surveys, Standard 1, Purpose and Direction, is a relative area of strength for the Lee County School System. The team found strengths in indicators 1.2, 1.3, and 1.4. Specifically, the school and system leadership and staff are committed to a culture that is based on shared values and beliefs about teaching and learning, as well as supporting challenging learning experiences. The commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making and is reflected regularly 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. Grade/subject level meetings, monthly leadership meetings, school/system improvement plans, data analysis, needs assessment surveys, Georgia's Assessment of Performance on School Standards (GAPSS) feedback, and forty-five day plans are partial evidence indicating a shared commitment by system leadership and staff to high expectations for student growth and professional practice. A profile of current and comprehensive data on school performance is maintained at both the school and system level. These profiles contain analyses of data used to identify goals for the improvement and instruction that are aligned with the school and system purpose. The information gathered from these processes allows the system to use data to drive decisions. System leaders hold each school's personnel accountable for the overall quality of interventions and strategies. These same leaders monitor and evaluate the schools' progress with these decisions toward quality instruction.

The Lee County School System does an excellent job of communicating our schools' purpose and commitment to high expectations. However, a process for review and revision of that purpose as stated in indicator 1.1 has not been an annual process for our system. While

the current mission for the system focuses on student success, standard one team members agree that the system mission and vision statements need to be revamped and simplified. Once the purpose has been revised, a formal process to review, revise, and communicate the system's purpose will be developed. This process will be clearly documented, include participation by representatives from all stakeholder groups, and include a record of the use and results of the process. Members of the team agreed to begin the process to work towards developing a system wide purpose statement and review process to be presented to all stakeholders for input and approval. Board approval for revisions will be requested at a meeting later this school year.

Governance and Leadership

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

Overall Rating: 2.67

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.	•Professional development plans •Governing body policies, procedures, and practices •Staff handbooks •District operations manuals •Communications to stakeholder about policy revisions •School handbooks •More evidence provided in flashdrive.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	•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 •Governing authority policies on roles and responsibilities, conflict of interest •Governing code of ethics •More evidence provided on flash drive.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of system and school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the system and its schools. The governing body maintains a distinction between its roles and responsibilities and those of system and school leadership.	•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 •More evidence on flash drive.	Level 3

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.	•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 •Moe evidence provided on flashdrive.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. System and school leaders' efforts result in some stakeholder participation and engagement in the system and its schools.	•Minutes from meetings with stakeholders •Examples of stakeholder input or feedback resulting in district action •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Involvement of stakeholders in district strategic plan •More evidence provided on flashdrive.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice throughout the system and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice throughout the system and improve student learning.	•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 •More evidence provided on flashdrive.	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 Standard 2 team analyzed how governance and leadership of the school system and of individual schools promotes and supports student performance and system effectiveness. Areas of strength include an established culture consistent with the system's purpose and direction, the implementation of evaluation processes that result in improved professional practices and improved student success, and the governing board ensures system and school leadership have the autonomy to meet achievement goals and effectively manage day-to-day operations.

All schools in the LCSS are deliberately and consistently focused on continuous improvement to achieve the system's purpose. The school system purpose and direction are defined within our system vision and mission which are respectively; "A school system with a drive for excellence and a passion for distinction" and "To ensure that all students realize their unique potential through a system characterized by caring, dedicated teachers who have an uncompromising commitment to excellence." Our commitment to fulfilling the vision and mission are evident in the policies and practices established by our Board of Education and at the building level. This system vision and mission are common threads that run from preK through high school. Leadership and staff at all levels foster a culture consistent with the system's purpose and direction, all of which revolve around student success. There is a system wide expectation for all personnel to maintain high standards and to hold students to high standards in all courses of study. Teachers, school leaders, and system leaders are collectively accountable for improving student learning. Collective accountability and maintaining high expectations is evident in individual schools' 45 Day Plans that support the system improvement plan.

The primary focus of supervision and evaluation is improving professional practice in all areas of the system and ensuring student success. The LCSS elected to implement TKES and LKES (Teacher and Leaders Effectiveness System) one year before state mandated implementation. Effective implementation and continuous use of TKES and LKES will guide supervisors in carefully and consistently analyzing evaluation results in order to adjust professional practices to ensure student learning.

The LCSS also has strong and clearly defined procedures for the oversight of fiscal management at all levels. These policies support a checks and balances approach to handling and monitoring the appropriate use of financial resources. The team recommends the school system continue their proactive approach to the oversight of fiscal management.

The team recognizes numerous areas of strength in regard to governance and leadership. LCSS has a collaborative expectation that decision making is driven by the common goal of improving student learning. Policies, practices, professional learning, and the evaluation process are all built around the desire for continuous improvement in student performance. The system is also fortunate to have stakeholder support, and we hope to increase stakeholder input in school system decision making. The team found an abundance of evidence that the Lee County School System operates under governance and leadership that promote and support student performance and system effectiveness.

The team recognized some areas in need of improvement. The first area relates to professional learning. Although teachers in major content areas receive specific and meaningful professional growth opportunities, teachers in specialty areas like music, art, PE, and special education are limited in opportunities that focus on their teaching field. The team also recognized a need for policies or practices regarding continuous growth for paraprofessionals. The team recommends a concerted effort to provide more opportunities for teachers in specialty areas and paraprofessionals to receive meaningful training.

Another area in need of improvement relates to standard 2.2. Our board of education functions as a cohesive unit and supports school system effectiveness. However, the team rated areas regarding the governing body lower because of the limited knowledge of a systematic, formal professional development process for the governing body and its individual members. The team is familiar with the formally adopted policy for ensuring decision making is free of conflicts of interest but is unsure if the policy covers all necessary situations.

The team also recognized the need for improvement in effectively engaging stakeholders in support of the system's purpose and direction. LCSS has established and maintained a sense of community among stakeholders in the drive for system excellence. The school system has a positive and collaborative relationship with parents and community stakeholders. An abundance of information is available to stakeholders and stakeholder feedback is welcomed, but there is limited opportunity for stakeholders to shape school system decisions or have meaningful leadership roles. The schools and the school system invite stakeholders to participate, but participation in these opportunities is relatively low; therefore the system is not highly effective in stakeholder engagement. The team interprets the lack of participation from stakeholders as a vote of confidence in the school system's ability to make decisions that are in the best interest of the entire community but recommends innovative practices in acquiring more stakeholder engagement.

Teaching and Assessing for Learning

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

Overall Rating: 2.58

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.	•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 •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 •More evidence provided on flash drive.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
			More evidence on flashdrive	

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.	•Common assessments •Standards-based report cards •Surveys results •Program descriptions •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •More evidence on flashdrive.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers in most schools sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•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 •More evidence on flash drive.	Level 2

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.	•Curriculum maps •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Surveys results •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 •More evidence provided on flash drive.	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.	•Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Professional development funding to promote professional learning communities •Evidence of informal conversations that reflect collaboration about student learning •Examples of improvements to content and instructional practice resulting from collaboration •More evidence provided on flashdrive.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the system's instructional process in support of student learning.	All teachers throughout the system use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning •More evidence provided on flashdrive.	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.	Some system personnel are engaged in mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for system personnel.	•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 •More evidence provided on flash drive.	Level 2

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.	•Performance-based report cards •Examples of learning expectations and standards of performance •Survey results •Volunteer program with variety of options for participation •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 •Samples of exemplars used to guide and inform student learning •More evidence provided on flash drive.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	Most school personnel participate in a structure designed by the system that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	•Curriculum and activities of structures for adults advocating on behalf of students •Description of formalized structures for adults to advocate on behalf of students •Survey results •More evidence provided on flash drive.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers across the system use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented in most or all schools across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	•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 •More evidence provided on flash drive.	Level 2

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.	•Evaluation tools for professional learning •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 •More evidence provided on flash drive.	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 special populations of students based on proficiency and/or other learning needs (such as second languages). System and school personnel are familiar with 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 students within these special populations.	•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 •More data provided on flashdrive.	Level 2

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 team for standard 3: "Teaching and assessing for learning" reflected on each school's responses to the indicators, via the self-assessments, parent, staff, and student survey responses that corresponded to the specific indicators, and evidence provided. d A preponderance of evidence and documentation was found and ,after studying it very carefully a consensus was reached on the areas of strength and areas of needs improvement.

   The team was pleased to note that an area of strength was the system engaging families in meaningful ways in their children's education

and keeping them informed of their children's learning progress.   Evidence provided included but was not limited to: Parent Portal, Student Led conferences, teacher contact via phone and email, facebook, twitter, teacher webpages, Edmodo, Remind 101, parent/teacher conferences, progress reports, report cards, etc. All schools have made extra efforts over the past few years to find ways to get parents more involved. We have a strong base of parents who are very involved in school activities. Some activities include: Family Fitness night, Science nights, EIP parent pizza night, math tutoring night, Edmodo night, talent shows, drama plays, ring ceremony, Teen Maze, AP night, Parent Visitation day, field days, Grandparents' day, etc. Designing and implementing activities will continue in an effort to reach out to all parents and to have them engaged in their children's education.

     Another strong commitment by Lee County School system is ensuring that all staff members participate in a continuous program of professional learning. All schools provide the necessary training based on the needs perceived at that school. Needs are based on staff surveys and student achievement data. The Instructional Supervisor at each school works with the leadership team to develop an annual professional learning plan. Most schools have common planning time for teachers to not only collaborate but to also engage in professional learning opportunities. Schools utilize "experts" on their staff and those in other schools to conduct training. Over the past several years continuous and rigorous training has been provided for all staff in the areas of differentiation, response to interventions, utilizing technology in the classroom, student engagement and providing instruction for students of poverty. Noted speakers have also been brought in to provide training. Several of the initiatives began with a system team represented by all schools. Training was then pushed out to teacher level. The administration at each school has made efforts to monitor the implementation of all professional learning as a means of evaluating the effectiveness of the training.   Evaluation forms are provided at the conclusion of each training and analyzed to improve on what is provided to staff. All professional learning is aligned with the system purpose and direction to ensure that all students realize their unique potential. A system with a drive for excellence and a passion for distinction must continually "train" to improve on daily instruction and interaction with students.

     Mentoring, coaching, and instruction programs that support instructional improvement consistent with the systems value and beliefs about teaching and learning was an indicator that the team felt is area in which our system can improve. While this is happening through informal means across all schools, a written formalized plan is not in place at each school. The system level meets with new teachers prior to school beginning, but the protocol at schools differs. Each school chooses to provide the coaching needed at that specific level.   A recommendation by this team would be to form a system team with all schools represented to devise a plan toward improving this area - possibly a written system plan which includes the written mentor plan for each school. Also, system directors can better monitor these programs to ensure that all schools have an effective mentoring program. The Lee County teacher retirement chapter is in the process of providing a retired teacher as a mentor for all first year teachers. This would also improve and strengthen the system mentoring program.

     Another identified area that could be strengthened is that of providing an adult advocate for each student - someone who knows the student, and supports his educational experience. Students at middle and high school levels have an advocate via the adviser/advisee program. However, at our lower levels, sometimes the average student may "fall through the cracks".   The most obvious needs are met, but the need exists to identify ways to help all students feel more connected and to feel there is an adult advocating for them.

     The final area the team found needed more attention was in providing and coordinating learning support services to meet the unique learning needs of students. This year Response to Intervention (RTI) protocols were put in place at each school. However, this just began last year and most schools are still struggling in this area. There is a need to be more vigilant in analyzing data in order to identify the students. Not only that, but getting down to the specifics is necessary to provide interventions to meet these needs. Hopefully, data collected and analyzed from this year will assist in improving this process.

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: 2.88

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.	•Survey results •District budgets or financial plans for the last three years •District quality assurance procedures for monitoring qualified staff across all schools •School budgets or financial plans for last three years •Assessments of staffing needs •Documentation of highly qualified staff •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff for the district and schools •More evidence provided on flashdrive.	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.	•Examples of school schedules •District quality assurance procedures showing district oversight of schools pertaining to school resources •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •Examples of school calendars •Alignment of school budgets with school purpose and direction •Alignment of district budget with district purpose and direction •District strategic plan showing resources support for district •More evidence provided on flashdrive.	Level 3

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.	•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 •More evidence on flash drive.	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.	•Survey results •Policies, handbooks on district and school facilities and learning environments •More evidence on flashdrive.	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.	•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 •More evidence provided on flash drive.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	The system provides a fully functional technology infrastructure, working equipment, and a technical support staff to meet the teaching, learning, and operational needs of stakeholders. System and school personnel develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.	•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 •Examples of school-level technology plans and budgets to improve technology services and infrastructure to students and staff •More evidence provided on flash drive.	Level 2

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.	•Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Survey results •Rubrics on developmentally appropriate benchmarks; e.g. early childhood education •Examples of improvements made to education program and delivery models based on results of program effectiveness evaluations •Social classes and services, e.g., bullying, character education •List of support services available to students •More evidence on flash drive.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	The system has designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	•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 •District quality assurance procedures that monitor program effectiveness of student support services •Description of referral process •More evidence provided on fashdrive.	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 Standard 4 team analyzed the effectiveness of both system and school-based resources and services in support of its purpose and

direction. Several areas of strength were noted by the team. Driven by the mission to realize the system's purpose and direction, a systematic process has been enacted to recruit, employ, and retain qualified professional and support staff. Provisions are in place to secure instructional time, materials and fiscal resources to shore up individual schools, educational programs, and system operations. The diligent effort to maintain facilities, services, and equipment consistently provides a safe, clean, and healthy environment for all students and staff. Strategic resource management, including long-range planning, is demonstrated effectively system-wide. In a conscientious effort to support educational programs throughout the system, data is frequently gathered and analyzed to evaluate the effectiveness of the application of information, resources, and related personnel throughout the schools; this perpetual self-evaluation process reflects Lee County's aspiration to meet the physical, social, and emotional needs of the entire student population. Lastly, the system provides and coordinates a multitude of services including, but not limited to, counseling, assessment, referral, and educational/career planning as a strategy to fulfill the complete spectrum of needs faced by all students.

Policies and procedures exist to ensure that system and school leaders have access to hire, place and retain qualified professional support staff. Dedication to its pursuit of realizing its purpose and direction motivates Lee County to sustain fiscal resources in order to fund positions deemed most critical to obtaining this goal. School leaders are trained to systematically determine personnel needed to fill these roles using administrative recommendations, equity rubrics, and staffing formulas. As indicated by parent surveys and maintained by internal quality assurances, qualified staff are employed and retained to promote the educational programs and continuous improvement of the LCSS. To uphold these efforts, the team recommends that continued emphasis be placed on high-quality professional development opportunities to improve instruction and maintain a highly qualified staff in an effort to support the 21st century learner. Additionally, the team encourages the system steering committee to persist in its efforts to recruit teachers in critical need areas, as well as increasing the diversity of its pool of educators.

The LCSS is committed to protecting instructional time and securing material and fiscal resources in support of its educational programs. These efforts are supported by both policy and practice. The LCSS understands the challenges of future growth and providing services with limited fiscal resources while continuing to support its purpose and direction. A collaborative effort between system and school leaders is made to maximize funding through efficient scheduling practices which ensure equitable learning opportunities for all students. The system reinstated two additional instructional days for students this school year resulting in 176 days of classroom instruction. Senate Bill 390 indicates material and fiscal resources of a school system shall be sufficient to support the purpose and direction of the schools, and the LCSS spends 62.5% of its budget in accordance with this legislation. To ensure continued growth, an annual budget review and analysis is needed to evaluate program effectiveness, and an increase in the percentage of funds allotted to direct instruction may be in order.

The LCSS maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. Several mechanisms are in place to support this goal. System and school leaders have adopted and implemented clear policies for maintaining the system grounds and facilities. System surveys and external reviews support this claim. Quality control procedures and detailed schedules provide measures for continuous tracking of these conditions. Supporting departments are proactive in identifying unsafe situations in all school system facilities, and they work with the appropriate personnel to take steps to remedy any problems. Comprehensive system and school-based policies and procedures provide direction and accountability measures. In order to sustain and improve these efforts, the committee recommends that continuous refinements be made to these plans through systematic efforts with school personnel, local government agencies and community stakeholders.

The LCSS has clear policies and procedures for strategic resource management. In March 2011, the Lee County Board of Education adopted a five-year strategic improvement plan. The plan was systematically developed in partnership with the school board, central office, schools, parents, students, business and community representatives. Strategic goal areas and system priorities were determined through this process. Performance objectives, targets and initiatives to meet these goals were then identified by the action team. Intrinsic measures to monitor and ensure the successful implementation and completion of the plan are in place. System and school-based leadership teams foster the development of appropriate action items to support and meet specific established goals and performance measures. In order to maintain fidelity, continuous alignment efforts of the strategic system and school improvement plans are needed.

The LCSS provides a system delivery model to ensure all students have equitable access to media and information resources; students in all schools are provided access to media information resources in both print and non-print formats. Annual needs assessments and surveys

are used to drive professional development decisions and the procurement of instructional materials. These resources are inventoried and updated annually. Every school has computer labs to support their respective educational programs. Multimedia appliances and classroom projection systems are used to enhance learning. Full-time media personnel and Instructional Technology Specialists provide instruction on use of equipment and software. The LCSS has also adopted the National Education Technology Standards (NETS) and has aligned scope and sequence rubrics across all grade levels. Annual technology literacy assessments are given to students in the 8th grade to foster their success both in and out of the classroom. School-based technology/media committees meet to prioritize school technology needs and to coordinate and align system objectives with the system. A System Technology Plan was developed through the collaborative efforts of system educators and community stakeholders to target training, access, support, and evaluation of meaningful instructional technology integration.

The LCSS is committed to meeting the physical, social, and emotional needs of its students. This is supported by student survey responses. Targeted services and programs are designed using needs assessments and surveys from multiple sources. School staff implement comprehensive plans to target the entire gamut of needs of their respective students. In addition, the LCSS develops partnerships with specialists, community programs, and other outside agencies to help parents and students gain access to appropriate supplemental services. To meet the changing needs of our student population, program effectiveness measures are in place to evaluate delivery models and to identify additional student needs.

Processes are in place to determine the counseling, assessment, referral, educational, and career-planning needs of all students. A continuum of intensive supports is in place to address individual student needs through multiple tiers of instructional and behavioral interventions. A Response to Intervention (RTI) process provides students on all tiers with ongoing support and monitoring. System-wide protocols for diagnosis, implementation, and monitoring of the RTI process are in place. These efforts are guided by the System Improvement Plan and evaluated by the system RTI Committee. Support programs and services such as the Early Intervention Program (EIP), Title, Section 504, ESOL and Special Education are in place to assist students as they strive to instructional and behavioral objectives. LCSS policies also guide the assessment and referral process. Universal screeners, benchmarks, and rubrics are used to measure academic growth and program effectiveness.

One area of concern for the LCSS stems from the attempt to keep up with the rapid growth of technology in today's world. Providing the technology infrastructure and equipment to support the system's increasing needs is an area of needs improvement for the LCSS; this rating was supported by teacher, parent, and student surveys. Guided by the System Technology Plan, the vision of the LCSS is to improve training, access, support, and evaluation measures to enhance instructional technology integration. Efforts have been made to upgrade our infrastructure and equipment, including the addition of wireless internet access throughout the county and the implementation of "Bring Your Own Technology" (BYOT) initiatives. Student-owned devices assist in supplementing school-purchased technology where applicable. A possible avenue for supplementing state and local funding of future endeavors to upgrade system technology might include seeking financial support through various opportunities provided through grants. Because schools will continue to need specialized equipment for specific learning needs, this is an area that demands additional focus and consideration for the LCSS.

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: 2.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	System and school personnel use an 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 performance. The assessment system provides consistent measurement across classrooms, courses, educational programs and system divisions. Some assessments are proven reliable and bias free. The assessment system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•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 •More evidence provided on flashdrive.	Level 2

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.	Processes and procedures for collecting, analyzing, and applying learning from data sources are documented and used by professional and support staff throughout the district. Data sources provide a picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. System and school personnel use data to design and implement improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.	•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 •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •More evidence on flashdrive.	Level 2

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.	Few or no professional and support staff members are trained in the evaluation, interpretation, and use of data.	•Survey results •More evidence on flashdrive.	Level 1

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.	A process exists for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate mixed levels of improvement, and system and school personnel sometimes 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.	•Student surveys •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level •More data on flashdrive.	Level 2

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.	•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 •More evidence on flashdrive.	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.

   Review of the assessment system of LCSS and its impact on continuous improvement reveals communication of comprehensive information to stakeholders as a strength. Self-assessment and survey results confirm the suitability of the manner and extent to which information regarding student learning, school performance, and the achievement of system and school improvement goals is provided. Websites, newsletters and frequent family events have proven effective avenues of disseminating school and system performance data. Partnership with the Lee County Ledger, a local weekly publication, allows stakeholders across the community to remain informed of LCSS effectiveness. Recent innovations in technology have opened up electronic options for more direct and timely reporting of information. Infinite Campus' Parent Portal, Edmodo, and Remind 101 are used throughout the system. Stakeholder awareness and understanding of school and system initiatives and progress toward goal attainment is the foundation of their confidence in the school system and efforts to fulfill its mission.

   The team studying standard five believes that in addition to maintaining current practices of communication, LCSS must look for additional means of reaching stakeholders with pertinent information. The schools' utilization of Facebook and Twitter feeds has been well received and expansion of these platforms could engage a broader audience.

   Areas noted as in need of improvement include maintenance of a comprehensive assessment system with analysis and comparison of
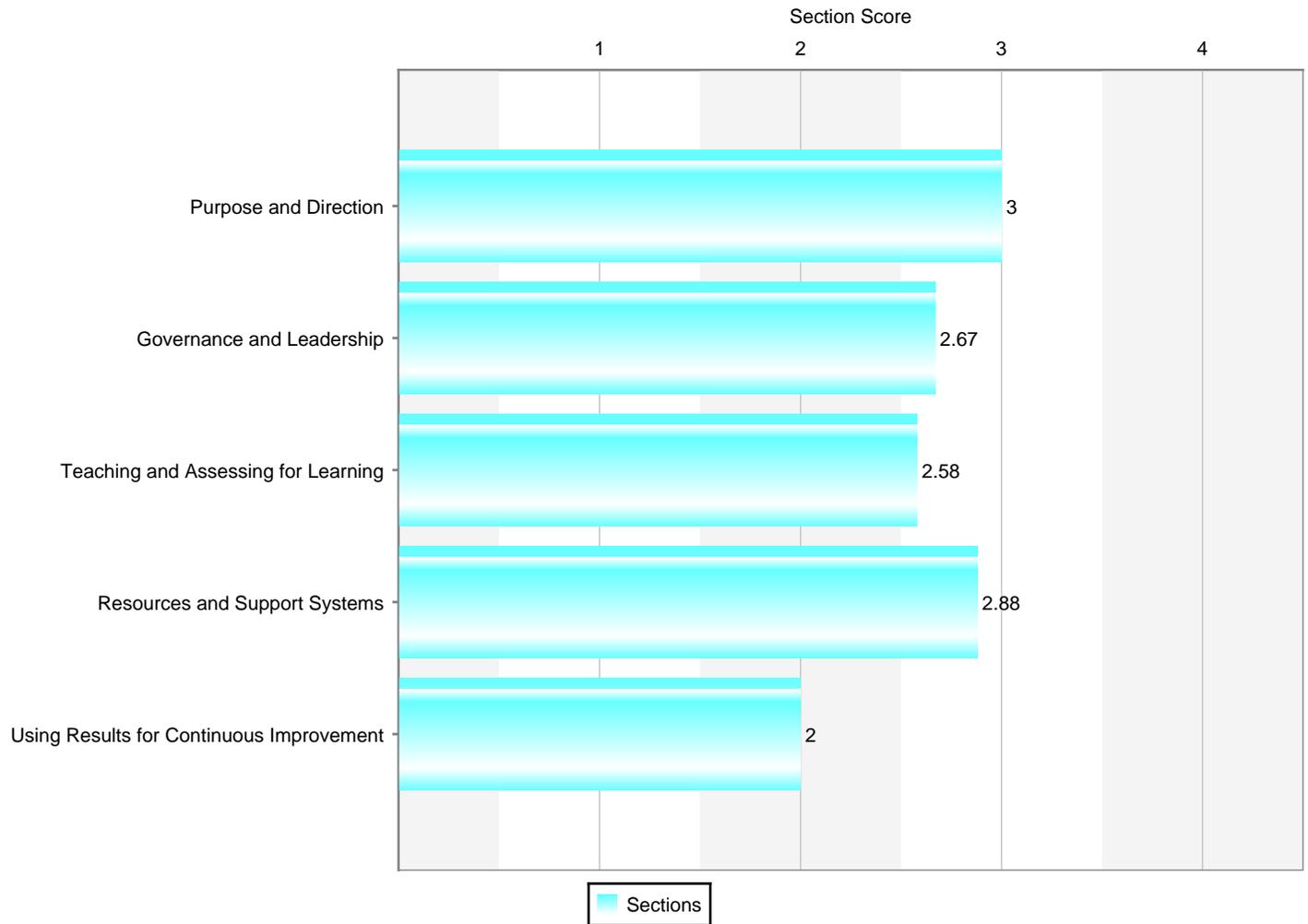
resulting data in a continuous process to determine verifiable improvement in student learning. Training in the interpretation and use of data is the greatest weakness and crucial to systemic change needed to fulfill this standard.

Locally developed assessments are not deemed to be reliable or unbiased and the assessment system is not completely consistent or regularly evaluated for reliability. While the system does analyze data to determine student readiness for the next level, the process is not always used to evaluate continuous improvement. Report summaries from recent GAPSS studies across the system corroborate school and system data utilization as targeted areas of need.

Professional development related to evaluation, interpretation, and effective use of data in decision making must be provided throughout the system to all professional and support staff members. With rigorous individualized training, personnel will be equipped to effectively utilize the numerous data resources that are made available by the school, system, and state.

Report Summary

Scores By Section

Section Score

1	2	3	4

Purpose and Direction — 3

Governance and Leadership — 2.67

Teaching and Assessing for Learning — 2.58

Resources and Support Systems — 2.88

Using Results for Continuous Improvement — 2

Sections

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		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?

The stakeholder feedback scores are very close. It was somewhat difficult to analyze to find the highest areas of satisfaction. For the five Advanc-Ed standards, parent survey scores ranged from 3.90 - 4.28. Staff scores ranged from 3.52 - 4.29. High School, 9th Grade, and Middle School student surveys ranged from 3.4 - 3.67. Early and Elementary student three point surveys ranged from 2.57 - 2.97. Overall the standard with the highest level of satisfaction and approval was standard 1 - purpose and direction.

Of the six stakeholder feedback surveys, five groups scored standard one the highest. All stakeholders are aware of the system's values and beliefs about teaching and learning. The schools implement challenging educational programs and offer equitable learning experiences for students so they will be successful in life. A continuous improvement process is in place, and all stakeholders are involved in this process. The goals for improvement of achievement and instruction are aligned with the school's purpose. While in previous surveys this area has not been questioned directly, results have indicated that all stakeholders were satisfied with the direction and focus of all programs in the Lee County School System.

The other standards' ratings with the stakeholder groups were relatively close. Standards 2 and 4 - governance and leadership and resources and services were very closely ranked. These two areas probably support one another. If the school is operating under governance and leadership that promotes and supports student performance and school effectiveness then resources and services are in the schools to ensure success for the students. Lee County has always been noted for its high quality effective staff - to include the leadership, and facilities that are safe and well-maintained! This too is at a high level of satisfaction for our stakeholders.

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

There were no notable areas that showed a trend toward increasing stakeholder satisfaction or approval.

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

Lee County has always been noted for its high quality effective staff - to include the leadership. Facilities are safe and well-maintained! This too is at a high level of satisfaction for our stakeholders. Previous surveys have always indicated high satisfaction with the Lee County School System

Areas in Need of Improvement

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

Based on the stakeholder feedback the area with the lowest range of scores was standard three - teaching and learning. These scores ranged from 3.52 - 4.15 on the five point surveys and were 2.71 and 2.78 on the three point surveys. We would hardly say this indicates a "low level of satisfaction or approval". The lowest stakeholder score came from the staff survey. Perhaps they realize that this is the area that we most continue to "tweak" and improve.

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

There was not an area which showed a trend toward decreasing stakeholder satisfaction.

**What are the implications for these stakeholder perceptions?**

The LCSS staff is aware of these areas of need and has been more committed to doing what is necessary to bring about improvement. This includes professional learning which is more applicable to understanding how changes in instructional strategies are made so that differentiation, technology use, and a variety of teaching methods are more a part of daily classroom instruction. Leadership is a vital part of this training as they work to monitor and evaluate effective instruction. The implementation of TKES is assisting with closer monitoring by the administration.

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

Actually this has not been the results of findings in previous years with our staff, but was a result of the review completed at our schools by the Georgia Assessment of Performance on School Standards (GAPSS). In the early spring of 2013 in grades 3 - 12, each school was evaluated by a GAPSS review team. The targeted areas of needed improvement for most schools were: differentiation, engaging students, technology integration, and examining student work. These areas involving "teaching and learning" were shared with staff and are in System and School improvement plans for the 2013-2014 school year. In the staff surveys associated with GAPSS, teachers' responses were much higher than the Advance Ed survey responses. Hearing what the review team "saw" as opposed to what the staff "perceived" was eye opening. Therefore, the teachers answered the Advance Ed questions regarding teaching and learning partially based on the summary of the results from the GAPSS. This gave them an overall view of their school as opposed to just their own perception.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5

Sections
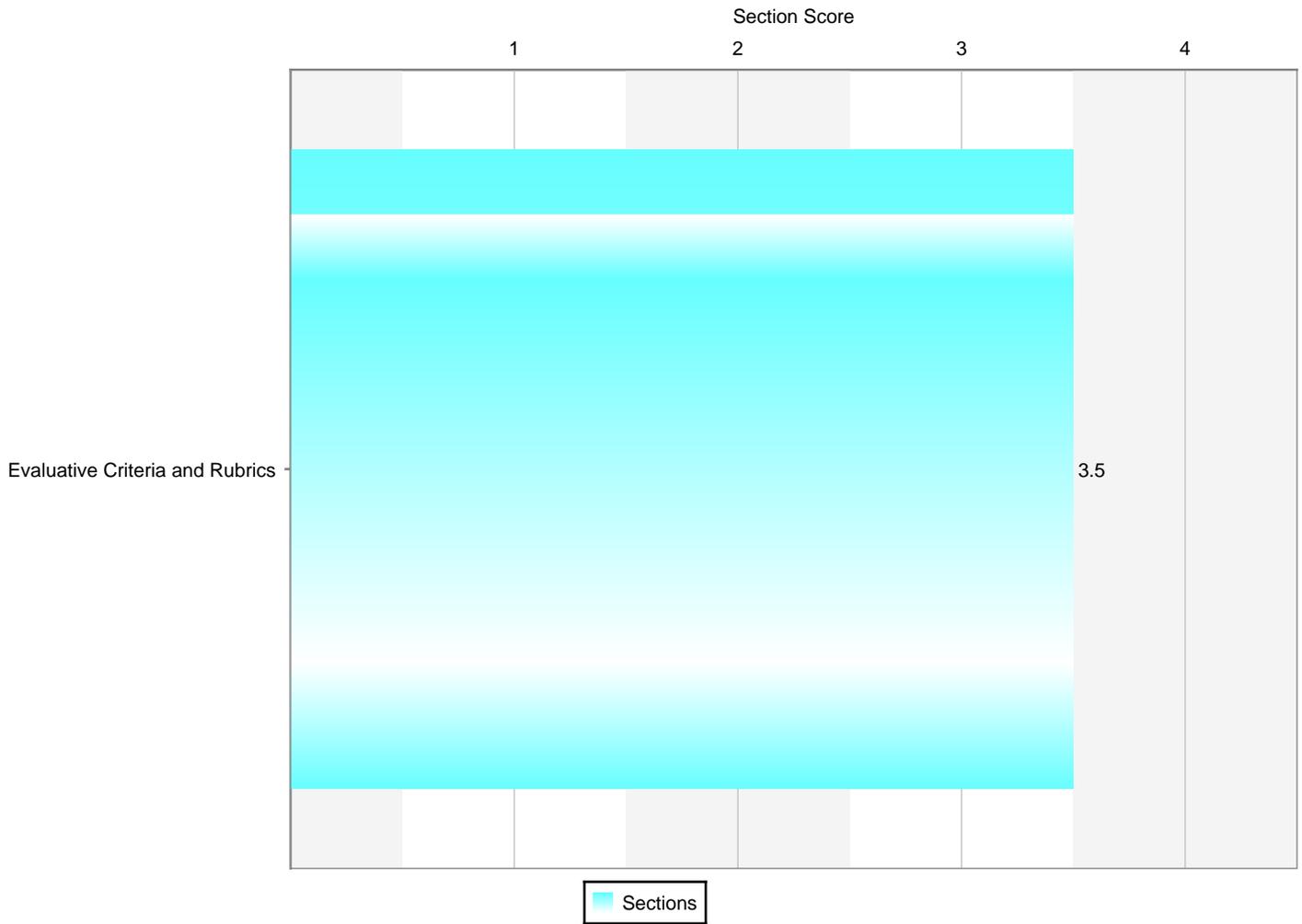
Student Performance Diagnostic

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 Data Document

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 entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	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 demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

In grades 9-12 with the End of Course Tests (EOCT) , 9th and 11th grade Literature have remained > 92% passing for the past two years. Physical Science has been > 91% for three years.

The OAS mock CRCT data for grades 1-2 continued with high scores in math for both grades. Even though the test questions for the 2013 test were more application and of higher levels of Depth of Knowledge, the passing rate was still 94% for the system.However, one school's scores were more notably improved in both grades than the other school. Overall the county's second grade held onto scores of 94 or above for all three subject areas.

For the Criterion-Reference Competency Tests (CRCT) in the meets and exceeds areas, there is significant improvement over the past 3 years in all subject areas except language arts. However, all language arts scores are > 94%. CRCT social studies' scores have improved eight points system wide with certain grade increases ranging from fourteen to four points. Five of seven grades showed these improvements. Two grades' scores decreased - but by only one point. Math and science scores also had scores with notable improvements. Improvement ranged from eleven to two points. Science subgroups of blacks and students with disabilities (SWD) also showed notable gains. CRCT subgroups showed gains in reading, ELA, science, social studies, and math. The SWD had a 100% passing rate in 3 different grades and subjects! The achievement gaps are closing among the black and SWD in the areas of reading and ELA! The area of math saw gains for SWD and blacks of twenty two to seven points in every grade except one! For these students to continue to have increases in math scores with our new Common Core standards is above our expectations!

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

In grades 9-12 with the End of Course Tests (EOCT) , 9th and 11th grade Literature have remained > 92% passing for the past two years. Physical Science has been > 91% for three years.

For the Criterion-Reference Competency Tests (CRCT) in the meets and exceeds areas, there is significant improvement over the past 3 years in all subject areas except language arts.

Which area(s) indicate the overall highest performance?

EOCT literature and physical science.

CRCT science scores and math students with disabilities scores.

OAS - The overall highest performance came in 2nd grade ELA.

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

Students with disabilities and blacks.

Between which subgroups is the achievement gap closing?

Blacks in certain subject areas.

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

We do not have any other specific data sources with which to compare. Our local grades, retention etc. tend to indicate the same findings.

Areas in Need of Improvement

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

Neither the subgroups nor the "exceeds" levels of high school students are showing substantial or continued growth on the EOCTs. We specifically have major concerns over the scores in the new Coordinate Algebra course. While students scored sixteen points above the state passing rate, the passing rate is below the expected level of performance for Lee County students. Large numbers of students take the Advance Placement (AP) courses and exams. For the most part scores continue to show small gains. Thirteen AP classes were offered last year for grades 9-12. Over the past three years 44% - 48% of students have scored
> 3. Expectations for Lee County students are that these percentages should show higher increases.

Exceeds data on the CRCTs for grades three through eight indicates that high achieving students are showing some growth in these grades, especially in the areas of reading, math and social studies. However, the growth is not nearly as large of an increase as with the subgroups. This is definitely below what is expected from these students! The Georgia Assessment of Performance on School standards (GAPSS) review for the schools also indicated a lack of high level instruction and critical thinking in classes they observed. As a system we need to find ways to move our high achieving students forward.

Major "gaps" still exist in the CRCTs with subgroups in the areas of math, science, and social studies. While scores were up in math, science, and social studies for the students with disabilities, the gap between that group and the whites is still in excess of 30 percentage points for some grade/subjects.

In first grade our reading and language arts students scores were significantly lower than they had been in the two previous years.

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

We do not have a specific area that shows a negative trend in performance. We are showing growth in all areas for the most part, but not "substantial" growth. We also have specific areas that go up one year and down the next - not continued growth.

Which area(s) indicate the overall lowest performance?

For high school grades 9-12 EOCTs show Coordinate Algebra and math II to have the lowest performance. With Advanced Placement the Macro Economics course continues to have the lowest scores. In grades 3-8 in the CRCT the subject areas of science and social studies had the overall lowest performance with a meets and exceeds rate of 85% for both subjects. The lowest overall performance with OAS was in reading and ELA for the first grade with 80% meets and exceeds rate.

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

All subgroups are improving in performance.

**Between which subgroups is the achievement gap becoming greater?**

The gaps among subgroups are not becoming greater. They are just not closing as quickly as we would hope.

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

Again, we do not have specific data other than local grades, benchmark tests,etc. to further support these state/national findings.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.25
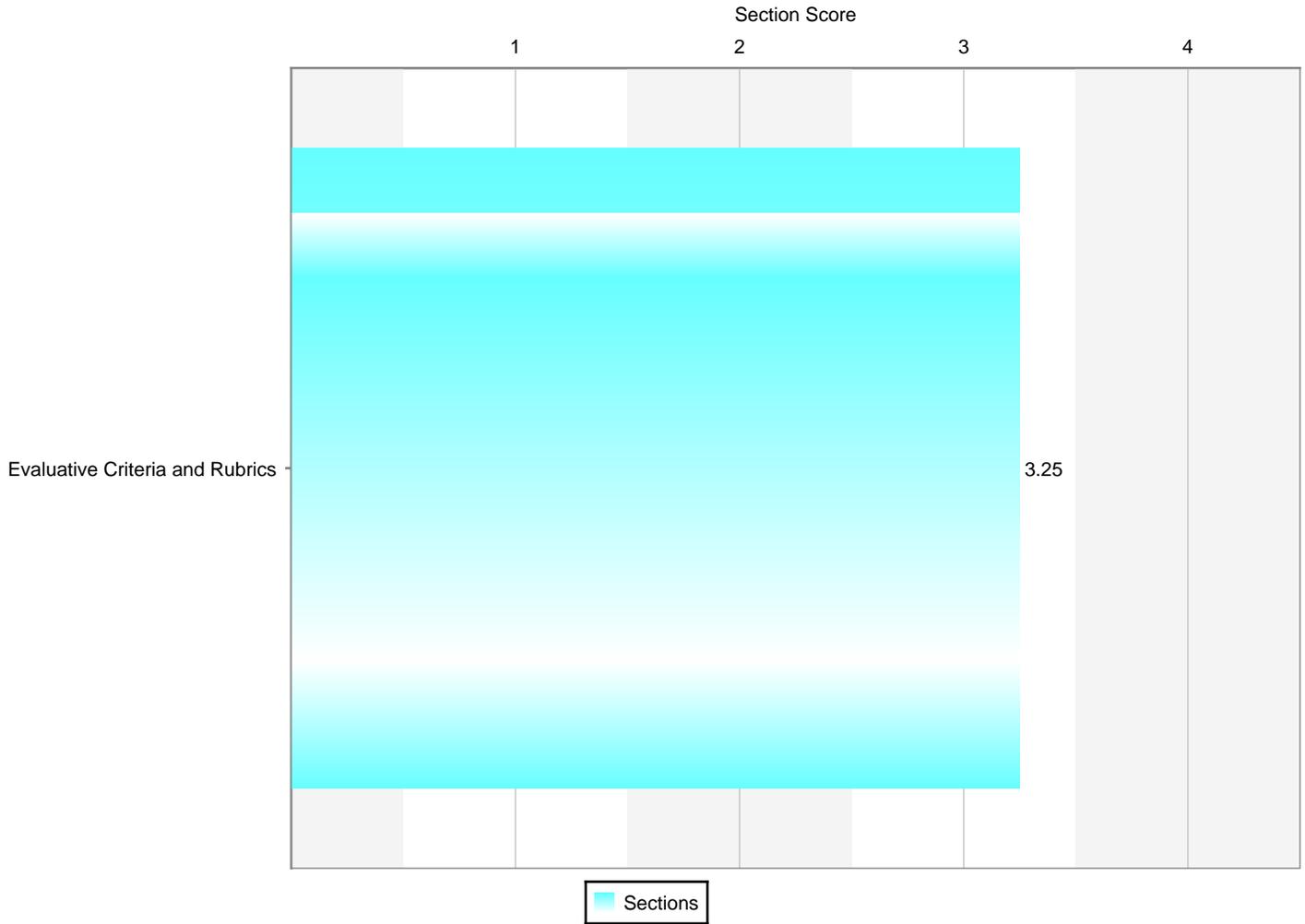
Sections

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	2012-13 saw the split of our middle school into two middle schools- Lee County Middle School East and Lee County Middle School West. We also moved Lee County Elementary School into a new school. Their previous location became the home for LCMS-E. Students in the primary, elementary and middle schools were rezoned this year to attend the school located in their zone of residency. Surveys, diagnostics and scores for Advanc-ed are all based on the location of students for the previous years.	

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	All schools have emergency/crisis management plans. These will be available at the central office.	

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	All financial records/audits will be available at the central office.	

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		LCSS SIP 2012-2014

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		LCSS Quality Assurance Process