



Standards Assessment Report
AdvancED District Accreditation
For NCA CASI and SACS CASI Districts

Introduction & Purpose of the Report

Welcome to the AdvancED Standards Assessment Report for school systems.

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

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

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

Structure of the Report

The Standards Assessment Report includes five sections: 1) executive summary of the school system profile; 2) a review of each standard; 3) a description of the school system's methods for quality assurance; 4) online peer-to-peer submission; and 5) conclusion.

The executive summary of the school system profile provides an opportunity for the school system to give a snapshot of the system's vision, goals, demographics, and community characteristics. This section helps provide the context for the standards assessment report.

The review of each standard is divided into three components: 1) the indicators rubric; 2) focus questions; and 3) overall assessment rubric (which is available as a separate Microsoft Word document from the AdvancED homepage at www.advanc-ed.org – the file appears just below this report). The indicators rubric enables the school system to assess the degree to which practices and/or processes are in place that indicate adherence to the standard and indicators. For each indicator, the school system may check if the practices and/or processes are highly functional, operational, emerging, or not evident. The school system should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school system can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

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

The overall assessment which is available as a separate document describes how well the school system and its schools are implementing practices and/or processes and the impact these practices and/or processes have on student results and overall school effectiveness. The overall assessment helps the school system judge where it is in relation to each standard. The “operational” level is required in order to demonstrate meeting the standard. The section asks, “How well are we meeting the standard overall?”

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

The peer-to-peer submission section asks the school system to share an effective practice. The submission allows the school system to highlight a practice that it feels is indicative of the quality work occurring across the system and its schools. The review team may refer to the practice and use it as the basis for identifying other successful practices occurring in the school system. In addition, the practice is included in the online AdvancED Resource Network where it can be accessed by other AdvancED schools and school systems. Further detail on submitting a peer-to-peer practice is provided just prior to the conclusion section of this document.

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

Resource for Completing the Report

To support your completion of the report, we have developed an “Examples of Evidence for School Systems” resource that can be downloaded in conjunction with this report. The examples allow school system personnel to think about the practices and/or processes being implemented and identify evidence that will support its responses to the indicators rubric and focus questions. The examples help the school system answer the question, “How do we know we are doing what we say we are doing?”

Completion and Submission of the Report

This Standards Assessment Report is to be completed by the school system between six months and six weeks prior to hosting a Quality Assurance Review (QAR) visit. It is strongly recommended that a wide and broad cross-section of the school system’s community participate in completing this report. Please e-mail the completed report to the QAR chair

with a copy to the State Office. The report will become the basis of the Quality Assurance Review Team's review.

Directions for Completing the Report

Follow the instructions to complete each section of the report. You may type directly in this document. Be thorough and concise in your answers, focusing on quality and depth over quantity. Submit the online peer-to-peer practice, using the instructions provided in this report.

Executive Summary of School System Profile

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

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

Our system's complete profile and all of this information can be found in the TCSPP document. We have three years of information/data with each year being updated in a different colored font. Our plan for 2005-2006 is detailed in black. 2006-2007 is detailed in red. 2007-2008 is detailed in green. The TCSPP document and all other school system plans, as well as our individual school plans, are posted to the Internet at: <http://jc-schools.net/plans.htm>

Standards Review Vision & Purpose

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

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

Indicators Rubric

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

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the system:					
1.1	Establishes a vision and purpose for the system in collaboration with its stakeholders			√	
1.2	Communicates the system’s vision and purpose to build stakeholder understanding and support				√
1.3	Identifies system-wide goals and measures to advance the vision				√
1.4	Develops and continuously maintains a profile of the system, its students, and the community				√
1.5	Ensures that the system’s vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services				√
1.6	Reviews its vision and purpose systematically and revises them when appropriate				√

Definitions

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

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

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

The vision statement is developed through the TCSSP plan which involves representatives from all schools, community and parents as stakeholders who help develop both vision and goals. The plan, vision and goals are reviewed and revised annually to fit the system needs as identified through the TCSSP process. From these goals and vision developed by the stakeholders, the operations of the district including academic and budgetary needs are developed through the TCSSP plan.

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

In development of the TCSSP plan the stakeholders use the data and information about the system to drive all decisions from the vision to the school action plan annually. Jefferson County also uses the Annual Report to provide current information and data to our schools, community and all stakeholders. Student performance, achievement, services and district information are reviewed throughout the year in our leadership team meetings; this information is then shared at the school level by principals for faculty planning.

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

Through the monthly leadership team meetings and use of the TCSSP plan, principals and Central Office staff incorporate the vision, purpose and goals into the on-going system comprehensive planning to develop initiatives to meet student needs. Using the TCSSP plan as our system guide, principals use these system initiatives in their individual school-level plans. Based on current data and identified needs, resources are allocated in the TCSSP plan. Once the TCSSP is written, the leadership team continues to study and use new test data as it is available throughout the year.

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

Jefferson County Schools reviews student achievement, services and district information with the review and development of the TCSSP plan and throughout the year in monthly leadership team meetings. The vision, purpose and goals are a part of the TCSSP review and are discussed and aligned with initiatives which evolve from leadership team plans.

Overall Assessment Rubric

Please complete the overall assessment for this standard which is a separate document that can be found next to the Standards Assessment Report on the AdvancED homepage at www.advanc-ed.org.

Governance & Leadership

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

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

Indicators Rubric

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

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

that:					
2.8	Provides for systematic analysis and review of student performance and school and system effectiveness				√
2.9	Creates and supports collaborative networks of stakeholders to support system programs			√	
2.1 0	Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals				√
2.1 1	Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership				√
2.1 2	Assesses and addresses community expectations and stakeholder satisfaction				√
2.1 3	Implements an evaluation system that provides for the professional growth of all personnel			√	

Definitions

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Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school system and its schools?
 - Teachers have been provided equal access to instructional resources along grade level divisions.
 - The district has engaged in long-range collaborative strategic planning that strives for continuous academic improvement for all students. Programs such as Balanced Literacy, technology initiatives, and special education provide equity in instruction to educators and meet the needs of students throughout the district.

- All teachers are provided access to the Blueprint for Learning and online teaching resources through the district website.
- The website provides equal access to stakeholders and provides translation capabilities to English Language Learners.
TCSPP: Pages 44, 46, 221,

2. What process does the system’s leadership use to evaluate system effectiveness and its impact on student performance?
- a. Jefferson County School’s Central Office directors collaborated in the collection and discussions of both quantitative and qualitative data for the system.
 - b. We have developed a survey for teachers soliciting input regarding our current practices.
 - c. We also use surveys for all constituencies, i.e. parents, the community, and students to gather information regarding their perceptions of the school organization and culture.
 - d. Our decision-making framework uses the Central Office leadership team setting the framework, principal monthly meetings for collaboration with the leadership team and school level meetings with teachers and PTO organizations to involve school level collaboration. TCSPP: Pages 8, 47, 80, 85-88, 236, 238-239,
3. In what ways are stakeholders, including system and school staff, given opportunities to provide leadership and to contribute to the decision-making process? Stakeholders are given opportunity to contribute to the decision-making process through several avenues:
- The Director of Schools maintains an open-door policy,
 - Comments and input are solicited and encouraged on the county web page,
 - Surveys to parents, students, teachers, and community members
 - Open School Board meetings
 - School Board meeting recorded and played on cable television
 - Parent and Advisory Groups
 - IEP meetings
 - Parent/Teacher Conferences
 - RTI
- TCSPP: Pages 142, 182, 225, 230, 231, 236, 239
4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation? Policies and procedures are aligned with state law and state mandates.
- The policy committee has met 3 times this year to consider student needs and system priorities and goals. Policy Section Four “Instruction” insures equity of learning opportunities. Goal 6 Action Plan on p. 188-189 of TCSPP provides for increased bandwidth to ensure innovation in the area of technology for all schools.

Overall Assessment Rubric

Please complete the overall assessment for this standard which is a separate document that can be found next to the Standards Assessment Report on the AdvancED homepage at www.advanc-ed.org.

Teaching & Learning

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

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

Indicators Rubric

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

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

	ensure readiness for future schooling or employment				
3.8	Supports the implementation of interventions to help students meet expectations for student learning				√
3.9	Maintains a system-wide climate that supports student learning				√
3.10	Ensures that curriculum is reviewed and revised at regular intervals				√
3.11	Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction				√

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Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system’s implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system’s self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. How does the system ensure the alignment and articulation of curriculum, instructional strategies, and assessments in support of the expectations for student learning?
Walk-through observations by both principals and curriculum supervisors, State Comprehensive Assessment Evaluations, (See <http://classroom.jc-schools.net/finchums/walk-through-eval.pdf> and <http://jc-schools.net/teacher/eval-notes.htm>); All teachers have copies of the State curriculum; State evaluations 3-12 and Benchmark assessment through Think Link K-9 are required. See TCSP Component 4, Page 92-165.
2. In what ways does the system promote and support the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?
Professional Development, Curriculum Scope & Sequence development, and self-selected in-service opportunities are provided for all teachers and staff. Inclusion, RTI, ESL, CDC, and CTE classes provide differentiated instruction for a diverse population. We provide transitional programs for our students through

Pre-K, Pre-First, Read 180, LINK (middle to high school) Work-based Learning, and PATT (Practical Applications of Teacher Training). See TCSPP Component 4, Pages 92-165 and TCSPP TEMPLATE 5.1, GOAL 2 – Action Plan Development, Pages 175-179.

3. What processes are implemented to ensure that all staff members are well-prepared to support and implement the district’s expectations for student learning?
Five Professional Development days at the system-wide level, three building level in-service days, ongoing Professional Learning Communities within the local schools, and two self-selected in-service days are required annually. New teachers must complete 20 hours in the Teacher Induction Training Program as one of the requirements for tenure. This program also assigns them a mentor teacher. Our classified personnel also receive training on PD days. See TCSPP Component 4, Pages 92-165

4. How does the system ensure that all students and staff have access to comprehensive information, instructional technology, and media services?
Each school has a minimum of one computer lab facilitated by a lab technician. The high school has three labs. All teachers have a teacher workstation with a large screen monitor. Our system provides six computer technicians and one instructional technology specialist headed by the Director of Technology. Our website is utilized internationally by educators, parents, and students. Teachers create curricular resources daily which are posted regularly to the website. Ongoing training is held at the centrally-located Technology Center. All new teachers must complete 12 hours of technology training. Every media center has technological resources available to both teachers and students. See TCSPP page 43-46.



Overall Assessment Rubric

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Documenting & Using Results

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

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

Indicators Rubric

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

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the system:					
4.1	Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free				√
4.2	Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning				√
4.3	Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance				√
4.4	Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders				√
4.5	Uses comparison and trend data from comparable school				√

	systems to evaluate student performance and system effectiveness				
4.6	Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence				√
4.7	Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations				√

Definitions

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Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system’s implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system’s self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

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

The district utilizes ThinkLink to monitor student performance. Through this program teachers can create pre-tests to determine areas of need, provide instruction, provide post-tests, and upon analysis of data provide interventions as needed. School administrators utilize ThinkLink to monitor grade level progress and to view specific subgroups (ELL and Special Education) performance. Student performance is analyzed at the school and district level by curriculum and instructional supervisors. The principals review the data with the director of schools as progress in their performance review. Benchmark assessments are provided two times during the school year and the assessment director provides each school administrator an analysis of the data with a project AYP report.

After results are provided from the end of year state required standardized tests are provided the assessment director creates a customized presentation for each school sharing student strengths and needs by grade level and subject. This presentation is part of the pre-school in-service training. Teachers then work together to develop action step strategies to address areas of need. These reports are also shared with PTOs and with the school board. A district presentation is also developed based on grade level, content area, and subgroup performance.

The analysis of data at the school level provides the school leadership team an additional monitoring tool toward the adjustment of school improvement plans

At the secondary level, ThinkLink provides monitoring of algebra students. Algebra teachers create probes and meet with the department head to discuss student progress and adjustments in instruction to meet student needs. The high school administrators are provided results from fall and winter assessments and review this data with the department head and teachers.

The district's director of assessment provides the high school administrators and the director of schools a report from the fall End of Course and Gateway tests which includes student progress data and a comparison of this data to that of the previous fall. A report from the state provides teachers and administrators with students' specific objective needs. Each department then develops an action plan to address these needs.

The assessment director analyzes the end of year reports provided by the state department and develops presentations for high school faculty based on content area student progress and areas of need. This presentation is part of the pre-school in-service training for secondary teachers. Teachers then work together with department heads to develop action step strategies to address areas of need.

The district also has access to TVAAS (Tennessee's Value Added Assessment System) and is able to project student performance and track student progress. Teacher effect data provides the district information about individual teacher instructional progress.

The district utilizes Read 180, a reading intervention program for grades 6-9 to measure learning gains among struggling readers whose reading achievement is below the proficient level. The Read 180 reports are shared with the assessment director and school administrators.

The TCSP provides the district with a means of collecting, organizing (pgs. 8-45), and analyzing the data (pgs. 47-90). District goals are developed and action steps are determined in order to reach those goals (pgs. 166-190).

Explore testing for grade 8 and Plan testing for grade 10 provides the district with a means of utilizing test data to determine educational plans for students. The Explore provides students specific academic paths to ensure success in future career choices. The Plan test diagnoses the student's high school program and provides counselors information that will build a foundation for future academic and career choices. It helps administrators measure student academic development, and provides an opportunity to explore career/training options, and is used to make plans for the remaining years of high school and post-graduation years.

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

ThinkLink provides immediate online access to reports based on probes and benchmark testing. The reports Assessments are available for Reading, Math, and Science. Through these reports teachers can quickly identify problem skills and use research-based data to revise instruction, enhance learning, and improve student scores. ThinkLink provides monitoring student progress throughout the school year. The reports are available through the ThinkLink portal to teachers, school administrators, and district supervisors. Through grade level and department level PLCs, teachers can share strategies and focus instruction.

At the district level the reports provide supervisors the ability to monitor the performance of programs to see what is really working and provide classroom support through the identification of student areas of weakness.

In compliance with No Child Left Behind, and the Individuals with Disabilities Education Improvement Act, Jefferson County Schools are dedicated to meeting the needs and services for all students to receive the best quality education through programming for the individual student. The school system adheres to a policy of non-discrimination in educational programs and activities while striving to provide equal educational opportunity for all students as required by Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination based on disability.

The school system embraces the Response to Intervention Framework model, now part of educational law, as a system of service delivery that uses evidence-based interventions, monitoring and evaluation for on-going tracking of individual students in making informed decisions about the student's educational and behavioral programming needs. This framework provides students who do not respond to instruction with increasingly intensive levels of intervention. Each school is dedicated to meeting the requirements of the Response to Intervention Framework Model through the School Intervention Team's oversight of procedures and fidelity of implementation. As of July 2008 the Jefferson Count Schools' RTI framework has been approved by the state of Tennessee for their K-5 Literacy component and is available online (<http://jc-schools.net/RTI/Forms/RTI-Manual.pdf>). The district's framework provides:

- **High-quality instruction and intervention matched to the student's needs**
- **Frequent progress monitoring to make decisions about change in instructional strategies and goals**
- **Child response data applied to educational decisions including special education eligibility determination for students suspected of having learning disabilities**

The district utilizes Discovery Education's Assessment: Early Skills as a monitoring tool which provides a determination of students' skill level through a series of short tests that measure early reading and math development. Teachers initially assess and monitor the progress of students in early reading and math literacy. These tests provide diagnostic information on a full range of skills. Through the use of this data, teachers and administrators can evaluate individual student development and identify poorly developing skills before the student is put at risk for academic failure.

Response To Intervention (RTI) - addresses two areas of assessment:

- ThinkLink benchmark - teachers receive copies of their student and class reports, hard copies and on-line within 10 days of assessment. These results are discussed in PLCs with principals and Literacy Coaches.
- Weekly progress monitoring - teachers assess RTI students weekly to monitor progress (or lack of)- they chart results and use these results in the RTI meetings held at the end of each nine weeks with parents and team to determine needed decisions.

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

The TCSPP provides a source for collection and analysis of data for the district. This comprehensive plan incorporates both academic and non-academic data from a variety of sources. The assessment director compiles the data and creates a customized presentation for school administrators and teachers, sharing student strengths and needs by grade level and subject. The data is then compiled into a district presentation for central office supervisors and the director of schools. Upon the review of this data, these groups determine district needs, develop goals, and establish action steps which become part of the TCSPP. The culmination of the TSCPP is the development of district goals and action steps (TSCPP pgs. 166-190).

RTI data is used to identify our lowest students struggling with academic and/or behavioral needs. Once identified these students receive daily intervention based on a tiered process and are given weekly progress monitoring assessments to track progress. Data is reviewed by the School Intervention team every nine weeks to determine decisions for the individual child.

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

Prior to the start of the school year, the data collected from the previous school year is compiled into school level presentations based on non-academic and academic data, AYP reports, and Value Added reports. Academic results are linked to specific BluePrint for Learning skills (objectives). Teachers and administrators are participants in the presentation and work in PLCs to address student skill needs. The presentations are also reviewed at the district level to determine program effectiveness and further instructional support needs from district level supervisors.

All principals, teachers, literacy coaches and counselors have received fall training related to RTI including use of Think Link data and RTI individual student data. On-going training is been provided at the school level for help with areas such as practice probes to follow student, PLC meetings where benchmark data is discussed and sharing of teaching strategies. In order to improve student learning, teachers have been trained in:

- the student referral process
- appropriate teaching interventions,
- progress monitoring
- utilization of data from benchmark assessments

Overall Assessment Rubric

Please complete the overall assessment for this standard which is a separate document that can be found next to the Standards Assessment Report on the AdvancED homepage at www.advanc-ed.org.

Resource & Support Systems

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

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

Indicators Rubric

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

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

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

Definitions

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

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

Focus Questions:

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

All regular full-time and part-time positions are posted on the system's website, www.jc-schools.net. Additional resources for recruitment of qualified personnel include referrals and student placement offices of colleges and universities.

Individual school board policies listed below that address the process are found on our on-line policy utility:

<http://www.tsba.net/production/type.asp?iType=5&iBoard=16>

The school system's hiring, placement, development, evaluation, and retention process is aligned with School Board Policy 5.100, Personnel Goals.

See School Board policies 5.105, Recruitment of Employees, 5.106, Application and Employment, 5.107, Orientation and Probation, 5.108 Supervision, 5.109 Evaluation, 5.113 In-Service and Staff Development Opportunities.

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

Curricular, instructional, assessment, and organizational effectiveness are supported by financial resources. See TCSPP, Component 4, pages 92-165 and TCSPP TEMPLATES.

Projected cost(s) and funding sources are designated for system goals. See TCSPP, Component 5, TCSPP TEMPLATES on pages 167, 176, 181, 183, 186, and 188.

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

Inclusion, RTI, ESL, CDC, and CTE classes provide differentiated instruction for a diverse population. See TCSPP Component 4, Pages 92-165 and TCSPP TEMPLATE.

Overall Assessment Rubric

Please complete the overall assessment for this standard which is a separate document that can be found next to the Standards Assessment Report on the AdvancED homepage at www.advanc-ed.org.

Stakeholder Communications & Relationships

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

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

Indicators Rubric

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

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the system:					
6.1	Fosters collaboration with community stakeholders to support student learning				√
6.2	Uses system-wide strategies to listen to and communicate with stakeholders				√
6.3	Solicits the knowledge and skills of stakeholders to enhance the work of the system			√	
6.4	Communicates the expectations for student learning and goals for improvement to all stakeholders				√
6.5	Provides information that is meaningful and useful to stakeholders				√

Definitions

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

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. How does the school system's leadership ensure that the system and its schools are responsive to community expectations and stakeholder satisfaction?
The district's mission and belief statements recognize the importance of both input from stakeholders and communication of goals and expectations to these same stakeholders. Input is gathered through district wide surveys that are utilized to set district and individual school expectations to improve school performance. The community is invited to attend district board meetings and parent involvement meetings at individual schools. The board encourages an open door policy in dealing with community stakeholders. (Please reference TCSPP pages 43-46, 107, 129, 140, 145, 161, and 182).
2. What avenues are used to communicate information to stakeholders about the effectiveness of the school system and its schools, including the sharing of student performance results?
A variety of avenues are used to foster communication to all stakeholders. (Please reference TCSPP page 240).

Overall Assessment Rubric

Please complete the overall assessment for this standard which is a separate document that can be found next to the Standards Assessment Report on the AdvancED homepage at www.advanc-ed.org.

Commitment to Continuous Improvement

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

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

Indicators Rubric

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

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the system:					
7.1	Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results)				√
7.2	Engages stakeholders in the processes of continuous improvement				√
7.3	Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning				√
7.4	Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels				√
7.5	Provides research-based professional development for system and school personnel to help them achieve improvement goals				√

7.6	Monitors and communicates the results of improvement efforts to stakeholders				√
7.7	Evaluates and documents the effectiveness and impact of its continuous process of improvement				√
7.8	Allocates and protects time for planning and engaging in continuous improvement efforts system-wide				√
7.9	Provides direction and assistance to its schools and operational units to support their continuous improvement efforts				√

Definitions

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

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system’s implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system’s self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

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

TCSP (Tennessee Comprehensive Systemwide Planning Process) is the process implemented in the district to provide for continuous improvement. Through this process the district:

- Collects data from a variety of sources (demographic, academic, and non-academic),
- Analyzes the data
- Works with teachers, administrators, and stakeholders to determine needs
- Develops goals and action steps based on these needs

<http://jc-schools.net/plans/2007-2008JeffersonCountySchoolsTCSP.pdf>

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

The process includes the:

- Collection of Data – TCSPP (pgs. 8-45)
 - Review of Beliefs, Vision, and Mission – TCSPP (p.46)
 - Evaluation of Data – TCSPP (pgs. 47-90)
 - Analysis of Curricular, Instructional, Assessment, and Organization Effectiveness (pgs. 91-165)
 - Development of District Goals and Action Steps (165-190)
3. What process is used to ensure that system and school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?

Professional development and technical assistance is an integral part of the district's goals and action steps in the TCSPP. Specifically:

TCSPP Goal 1: Increase Reading TCAP Criterion Referenced Academic Achievement

- **Action Step 1: Implement a variety of strategies to assist K-8 students' understanding of vocabulary, based on Marzano's 6 steps. Communicate the vocabulary to involve parents through the district website. Provide PD to teacher in the use of strategies that integrate technology through the coordination of Regular Ed, Special Ed, CTE, and LEP programs.**
- **Action Step 2: 90% involvement of K-5 LEP students in summer reading program. Communicate reading program through district website. Involve parents in closure activities. Provide PD through teacher mentoring of camp instructors.**
- **Action Step 4: As a result of providing inclusive professional development with technology integration, reading comprehension strategies will be implemented for grades PreK-5 and Grades 6-12.**
- **Action Step 5: Inclusive professional development with technology integration addressing reading across the curriculum strategies will be provided for Career Technical Educators to improve core indicators from a B to an A.**
- **Action Step 6: A variety of reading intervention strategies will be implemented through a year long professional development induction and mentoring program for 100% participation of teachers new to Jefferson County.**
- **Action Step 8: Provide a K-12 writing assessment professional development (4-Block writing strategy) for regular education, special education, CTE, and ELL teachers aimed at sharing strategies to improve Writing Assessment Scores.**
- **Action Step 9: Initiation of Project LEAD (Literacy Education for Adolescent Development) whose 5 components: Implementation of a Struggling Reading**

- **Intervention Program; Literacy Framework Three-Year Plan; District-Wide Teacher and Administrator Professional Development:**
 - Year 1 Professional Development - Fluency and Comprehension
 - Year 2 Professional Development - Reading in the Content Area
 - Year 3 Professional Development - Writing & Vocabulary
 - This professional development has been provided by our district literacy specialist and curriculum supervisors to teachers in grades 4-12.
- **Action Step 1 (08-09) Provide professional development with instructional strategies for diverse populations and to address new curriculum implementation.**
- **Action Step 3 (08-09) Continue the Reading in the Content Area professional development and literacy training for teachers in grades 4-12 and CTE teachers.**
- **Action Step 6 (08-09) Establish PLC sessions on a regular professional development sessions based at grade, content, school and district levels.**
- **Action Step 7 (08-09) Add an additional literacy coach (2 schools currently share a coach) to address tier 2 implementation and professional development.**
- **Action Step 8 (08-09) Literacy coaches to train paraprofessionals to support the RTI process.**
- **Action Step 10 (08-09) Provides poverty training for language arts teachers in grades 6-12.**
- **Action Step 11 (08-09) Present a variety of reading intervention strategies to novice teachers through the district's Teacher Induction Program.**

TCSPP Goal 4: Increase Math TCAP Criterion Referenced Academic Achievement

- **Action Step 2 Provide professional development for teachers to begin implementation of the new math curriculum through the development of a scope and sequence, pacing guide and essential math skill checklist.**

TCSPP Goal 5: Increase the high school graduation rate

- **Action Step 2 Collaborative professional development between transitional grades (PreK-K, K-1, 1-2, 2-3, 3-4,, 4-5, 5-6, 6-7, 7-8, 8-9)**

TCSPP Goal 6: Increase Technology integration to support state curriculum performance indicators.

- **Action Step 4 Offer technology-based professional development including eTc, data collection, and pod casting to support curriculum.**
- **Action Step 7 Offer professional development sessions aimed at teacher-created webpages.**

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

Our district develops an annual district improvement plan with specific goals for improvement, including, but not limited to, school performance on value added assessment and other benchmarks for student proficiency, graduation rates and ACT scores where applicable, and student attendance through the Tennessee Comprehensive Systemwide Planning Process. This is aligned with the process each school goes through as they develop their school improvement plan. Each school has designated a Leadership team composed of parents, teachers, and community leaders which review the data and provide input into the plans. This process is also followed at the district level through the TCSPP. These plans are shared with all stakeholders through school level parent meetings, Leadership Team meetings, School Board meetings, and area available online through our district website (<http://jc-schools.net/plans.htm>).

This improvement plan involves a constant review of the formative and summative assessments at the school and district level. Through input from all stakeholders, goals and action steps are appraised. Action steps in the form of instructional strategies are developed through PLCs and professional development. These action steps are monitored at the school and district level to determine effectiveness or readjustments based on this data.

Overall Assessment Rubric

Please complete the overall assessment for this standard which is a separate document that can be found next to the Standards Assessment Report on the AdvancED homepage at www.advanc-ed.org.

Description of the School System's Methods for Quality Assurance

Provide a brief description of the school system's processes for quality assurance. Please answer the following questions in the description:

- What processes does the district use to monitor and document improvement?

TCSPP and local schools' SIP, curriculum supervisors and reading specialist visit classrooms annually to provide accessibility and feedback to teachers, disaggregation of all state report card reports is reviewed with principals annually, surveys are utilized after every professional development activity and shared with all personnel. An annual report is prepared and shared with our community stakeholders. Last fall a celebration was held after the Report Card scores were received.

- How does the district provide meaningful feedback and support to its schools and across the district?

Schools receive annual professional development funds to implement their SIPs.

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

Supervisors, principals and lead teachers attend the annual fall training in Gatlinburg. Leadership teams meet annually with the Director of Accountability and school leadership to review standards and make revisions to SIPs. Professional Development Plans, which implement SIP goals, are submitted annually to Director of Accountability and reviewed for approval before local professional development funds are allocated.

- How does the district regularly collect, use, and communicate results?

Principals meet with the director of schools and all supervisors on a monthly basis. E-mail communications are made on a daily basis. Surveys are posted to the district website evaluating the effectiveness of professional development activities, the teacher induction program with results being shared with principals regularly. NSSE surveys are sent home with students to evaluate the educational effectiveness of instructional systems, quality in organizational systems, progress toward goals for student learning. These same surveys are distributed to faculty, staff, and community members to determine all stakeholder perceptions.

Our website is updated on a daily basis. You can view our report card scores, curriculum, announcements, and school news on the home page. Individual schools have a website as well as many of our educators.

Peer-to-Peer Practice Submission

Instructions

As part of this Standards Assessment Report, you are required to submit an online peer-to-peer practice to the AdvancED Resource Network. Please go to www.advanced.org/resourcenetwork, click on Submit a Practice, and follow the instructions provided.

Please attach the PDF of your peer-to-peer practice submission to this document for submission to the QAR Team Chair and State Office. **See attached.**

Background

A peer-to-peer practice is a description of interventions, strategies, programs, or activities that have been identified by a school/district to be effective. It includes practices that support classroom teachers and/or schools/districts in their efforts to improve student learning.

Examples of practices that have been submitted include:

- **Classroom improvements**
Sample practices submitted: Atlas Mapping Skills, Buddy Reading Groups, Student Folders/Portfolios
- **School improvements**
Sample practices submitted: Collaborative planning, after-school tutoring, academy programs for freshmen and sophomores, etc.
- **District/system improvements**
Sample practices submitted: 6+1 Writing Traits, Implementing School Improvement; Career Development

The submission form asks for the following information:

- Name of the practice; contact information for the practice
- Description of the practice
- Reason for the practice
- Subject areas, grade levels, student groups, and adult groups –to which the practice applies
- Length of implementation of the practice
- Resources needed for implementation
- Research that supports the practice
- Conclusion

As you identify a practice for submission, you may want to ask some basic questions. Does the potential practice have: 1) a defined problem or specific reason why you implemented the practice; 2) a research base or a research-based premise; and 3) documented results? If the answers to these questions are yes, you have a good practice to submit.

Submitting a practice allows the district to highlight a practice that it feels is indicative of the quality work occurring in the district. The practice is included in the online AdvancED Resource Network where it can be accessed by other practitioners using the network.

Conclusion

Focus Questions

Please respond to the following focus questions. The questions reflect the school system's overall analysis of their internal evaluation of the accreditation standards.

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

The online resources that are available to our parents, students and staff enable Jefferson County Schools to offer an excellent educational experience. The strong support for professional development opportunities allow our teachers to be on the cutting edge in their utilization of research-based best practices. At the district level, all departments work together to direct resources where they can best be utilized to support students' success. Through professional development opportunities afforded to our educators such as Title II Part D, teachers develop best practice instructional activities aligned with the state standards. These resources are shared with district, state, national and international educators through our online Dynamic Curriculum (<http://jc-schools.net/dynamic>).

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

Our system is strong and "highly functional" in its delivery of meaningful instruction. The following standards: Teaching and Learning, Documenting and using Results, Resources and Support Systems, and the Commitment to Continuous Improvement provide a framework for student success. Our teachers indicate that they have resources aligned with the state standards as well as the administrative support and professional development necessary to deliver a quality educational experience for our students.

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

Our system continues to be challenged by the lack of physical plant needs. Our schools continue to be overcrowded. Even though the School Commissioners have been trying to gain funding for additional facilities, a stalemate currently exists related to facilities. Improvements can be made in the areas of Vision and Purpose, Governance and Leadership, and Stakeholder Communications and Relationships. With the new leadership provided by our Director of Schools, these areas are currently being addressed.

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

Jefferson County Schools is constantly searching for areas to improve. Our mission statement supports our commitment to our students as we continue “to challenge individuals to achieve excellence.” The results of this self-assessment are strikingly similar to those we gained from the TCSPP. The self-assessment process has provided us with direction and will enable us to work with our educators and stakeholders to develop and implement improvement strategies. Our improvement plan, as outlined in the TCSPP, follows these steps:

1. Review of demographics and data analysis
2. Application of this analysis to the vision, mission, and beliefs statement
3. Evaluation of curriculum, instructional strategies, assessment, and organization
4. Identification of goals through collaboration with educators and stakeholders
5. Development of action steps required to reach these goals
6. Establishment of budgetary needs and securing necessary funding

This process is part of our ongoing cycle of improvement. Without continuous improvement in our ever-changing economy students will not be able to compete in the future job market.