



## **Self Assessment**

# Coffee County Board of Education

Dr. Don McPherson, Superintendent  
400 Reddoch Hill Road  
Elba, AL 36323

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## Introduction

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

## Purpose and Direction

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

Overall Rating: 3.0

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

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

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

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

Educating Productive Citizens. This is the statement of purpose for Coffee County School System. This district accepts the challenge of providing a relevant and purposeful educational experience for all students. Throughout the student's years in Coffee County School System, all activities and decisions focus on the important outcome of being a productive citizen - one who can succeed in his/her chosen pathway and contribute to the community.

In order to establish a structure for achieving this goal for all students, the leadership of Coffee County School System engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate this system-wide purpose for student success. A wide

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array of stakeholder groups is engaged in this ongoing process. From providing input in the development of the purpose statement to the eventual revision steps of the process administrators, teachers, guidance counselors, parents, students and community partners are involved in providing feedback and communication. Administrators meet regularly to review current data at school and district level. This data is used to inform decisions regarding changes and updates. Targeted groups are convened for informational presentations on new purchases, new initiatives and mandatory compliance issues. There is a consistent, fluid process of information from the system level leadership to the school to faculty and staff to student and parents. Various forms of communication are employed - websites, SchoolCast, Parent/Student Information Guide, email, face to face meetings - in order to reach all stakeholders effectively and efficiently.

At the district level, staff meetings, Board of Education meetings, Parent Advisory Council meetings, and focus group presentations are utilized to communicate the system-wide purpose of student success. The annual Board of Education awards night highlights academic and leadership accomplishments of students. At quarterly Parent Advisory Council meetings, the various program coordinators present current and relevant updates highlighting successes for students and faculty. Student groups appear before the Board of Education throughout the school year to share successes with the community leaders. Announcements are posted on the school and district websites to keep readers informed about recent events and achievements.

Similarly, at the school level, a variety of events are used to communicate the school purpose focusing on student success. Title I School-wide committee meetings and leadership team meetings provide the venue for involving parents and faculty and administration in discussions about the system and school purpose. As school handbooks are prepared each summer, these groups can contribute suggestions for improving the publications and for focusing on the school's purpose of student success. Additionally, when school calendars are planned the focus of student success guides decisions for purposefully scheduling events, activities, and learning opportunities.

The motto of Coffee County School System - Educating Productive Citizens - sums up the commitment of school leadership and staff 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. Efforts to individualize instruction and maximize learning for all students are outlined in the district's Response to Instruction activities, the Coffee County Schools' Credit Recovery Plan, the SAFE (Supporting Alternatives for Education) School program, each school's guidance plan, the program for students with disabilities, and the 504 program. Leadership and staff at all levels are constantly seeking resources to contribute to the successful learning experience for students of Coffee County Schools. The Career/Technical program's co-operative learning program, the Coffee County Children's Policy Council, the Parent Advisory Council, the Coffee County Family Services Center, the Coffee County Extension Service are just a few of the community connections that enhance our students' success. Through the BEST (Becoming Effective Strategic Teachers) Program, College and Career Ready Standards Implementation Team, site visits, Continuous Improvement Plan (CIP) and Title I processes, administrators, teachers, support staff, parents and students work together to create and sustain challenging equitable educational programs.

Additionally, ethical and professional practices are encouraged through a variety of methods such as discussions at administrator meetings, attending professional development activities in multidisciplinary teams, Title I and eGAP(electronically generated application process) collaborative efforts, EDUCATEAlabama implementation, ARI (Alabama Reading Initiative) participation, and membership in professional organizations. Particularly, administrators have held offices in state professional organizations including AAFEP, Alabama 504 Coordinators' Association, CASE, and CLAS.

The district and school leadership teams develop and evaluate a wide variety of plans on an annual basis. Through a continuous improvement process that provides clear direction for improving conditions that support student learning, multidisciplinary teams prepare, organize, and implement these plans. Data is gathered consistently and used to evaluate the performance and inform decisions regarding changes for improvement. These processes and plans include eGAP, developed with federal programs coordinator, Chief School Financial

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Officer, and school wide teams; EL plans with federal programs coordinator, teachers, guidance counselor and parents; Career/Technology Plan with CT coordinator, community partners, parents, and students; Technology Plan, with tech coordinator, technology integration facilitator, administrators, teachers, and parents; compliance reviews with administrators, SDE specialists, teachers, and parents; CIP and Title I Schoolwide plans with principals, teachers, support staff, and parents and students; the Parent Student Information Guide, an annual publication of policy and procedures, with administrators, teachers, guidance counselors, parents, students, and community partners.

The results of these collaborative efforts - plans, data, reports, publications - are communicated through the websites, mailings, hard copy distribution, emails, SchoolCast, in order to reach all stakeholders in a convenient communication method. Feedback is solicited from all stakeholders in order to provide the necessary data for the continuous improvement process that will keep the district and schools focused on the purpose of student success.

## Governance and Leadership

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

Overall Rating: 3.17

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

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

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.	<ul style="list-style-type: none"> <li>•District strategic plan</li> <li>•Examples of school improvement plans</li> <li>•Roles and responsibilities of school leadership</li> <li>•Roles and responsibilities of district leadership</li> <li>•Stakeholder input and feedback</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Agendas and minutes of meetings</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	Leaders and staff throughout the system align their decisions and actions toward continuous improvement to achieve the system's purpose. They expect all personnel to maintain high standards and to hold students to high standards in all courses of study. All leaders and staff are collectively accountable for maintaining and improving conditions that support student learning. Leaders throughout the system support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> <li>•Professional development offerings and plans</li> <li>•Survey results</li> <li>•Examples of decisions in support of the schools' continuous improvement plans</li> <li>•Examples of improvement efforts and innovations in the educational programs</li> </ul>	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 communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts, and provide and support meaningful leadership roles for stakeholders. System and school leaders' efforts result in measurable, active stakeholder participation, engagement in the system and its schools, a sense of community, and ownership.	<ul style="list-style-type: none"> <li>•Examples of stakeholder input or feedback resulting in district action</li> <li>•Survey responses</li> <li>•Involvement of stakeholders in a school improvement plan</li> </ul>	Level 3

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 primary focus of the criteria and processes of supervision and evaluation is improving professional practice in all areas of the system and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice throughout the system and ensure student learning.	<ul style="list-style-type: none"> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Job specific criteria</li> <li>•Supervision and evaluation documents with criteria for improving professional practice throughout the system and student success noted</li> <li>•Representative supervision and evaluation reports</li> </ul>	Level 4

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

Policies and practices established by the Coffee County School System support the systems purpose and direction and the effective operation of the system and its schools. The Coffee County School System (CCSS) is under exclusive control and management of the Board of Education, a body duly authorized by the State Legislature. The Coffee County Board of Education operates in accordance with all applicable constitutional and statutory provisions and requirements of the State of Alabama and the United States. There are seven members

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of the board representing the seven school districts in Coffee County.

Policies and practices established by the Coffee County School System promote conditions that support student learning, effective instruction, and assessment that produce equitable and challenging learning experiences for all students. Coffee County Board of Education Members establish policies and supports practices that ensure effective administration of the system and its schools. Public meetings are announced and meetings are held on the first Thursday of each month. Stakeholders are informed about monthly meetings through the CCSS website, newspapers, and bulletins.

Coffee County School System policies and practices require professional growth of all staff. Professional development days for staff are included in the school calendar. The CCSS, local schools, and regional inservice centers provide professional development in areas that are identified on teachers' professional learning plan through the EducateAlabama evaluation system. Teachers are also provided two flex days for professional development affording them the opportunity to pursue professional development in areas they feel a need exists. Other staff members are provided professional development base on identified needs or interests.

Policies and practices established by the CCSS provide clear requirements, directions for, and oversight of fiscal management at all levels within the CCSS. Prescribed regulations are constant with those of the State Board of Education, the Division of Administration and Finance of the State Department of Education, and with the directives of the State Examiners of Public Accounts. Specific procedures are followed to assure that accounting practices throughout the CCSS are consistent with generally accepted accounting procedures. In addition to regular monthly meetings; two open public hearings are held annually to present the fiscal management plan and financial state of our system. The board seeks input from the public concerning the proposed budget and the allocation of resources.

Coffee County Board of Education Members 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. Clearly defined roles and responsibilities of board members are established in board policy. Evidence of autonomous decision making at the system and school levels is reflected in the board minutes, system strategic plans, and school improvement plans.

Coffee County School System leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the system's purpose. Decisions are aligned with the goals of each school's Comprehensive Improvement Plans (CIP) and the system's strategic plan. All personnel are encouraged and expected to maintain high standards and to hold students to high standards. CCSS leaders communicate expectations during inservice activities, faculty meetings, parent meetings, student assemblies, and handbooks. All leaders develop budgets, plans, and procedures to maintain and improve conditions that support student learning in the system.

Personnel in leadership positions support and encourage innovation, collaboration, shared leadership and rigorous professional growth. School and system leaders have worked collaboratively to implement a more rigorous and relevant honors program. Project-based learning and required readings have been added to the honors program. Dual enrollment classes in partnership with local community colleges are available to all students in the CCSS. A College and Career Readiness Standards Team was established to assist in professional development training and acquisition of the new standards.

Coffee County School System leaders engage stakeholders effectively in support of the system's purpose and direction. Various activities are provided to involve stakeholders including: Parent Advisory Council Meetings, Board Meetings, Public Budget Hearings, Board Awards Program, Career Technical Advisory Council Meetings, Strategic Planning Meetings, Continuous Improvement Plans, and Title I Parent Meetings. Effectively communicating with stakeholders is achieved through various ways: Parent Student Information Guides, Home-School Compacts, SchoolCast, INow Parent Portal and our system and school websites. Parent involvement surveys, Speak-Up surveys, as well as AdvancEd surveys are used to collect data from students, parents, and community members. Results are reviewed and steps are taken to

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address any issues that are evident as a result of these surveys.

What were the areas of strength you noted?

Based on survey results, school self assessments, and leadership team collaboration Indicators 2.2 and 2.6 were identified as areas of strengths.

### Indicator 2.2

Coffee County Board of Education has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. CCSS board members are required to participate in a systematic, formal professional development process. All Coffee County Board of Education members have completed orientation and training covering the roles and responsibilities of the board; ethics; board meetings; legal and personnel issues; advocacy; the Alabama School Board Governance Improvement Act of 2012; student and school performance; working with the board attorney and superintendent; and public/media relations. Effective from January 1, 2013, to June 30, 2013 every school board member must attend at least three hours of professional development training. Effective July 1, 2013, all school board members must complete six hours of professional development training annually. Members of the Coffee County Board of Education comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of effective system operation and student learning. Board minutes, audits, state compliance monitoring and internal and external reviews provide evidence supporting the strengths in this area.

What actions are you implementing to sustain this area of strength?

Monitor and document board members participation in the professional development training on an annual basis.

### Indicator 2.6

The primary focus of the criteria and processes of supervision and evaluation is improving professional practice in all areas of the CCSS and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. System and school level administrators are evaluated using the LEADAlabama professional learning collaborative. Teachers are evaluated using the EducateAlabama professional learning collaborative. The results of these evaluation processes are analyzed carefully and used to monitor and effectively adjust professional development needs throughout the system and ensure student learning.

What actions are you implementing to sustain the areas of strength?

System and school level administrators will continue to utilize the LEADAlabama and EducateAlabama professional learning collaborative processes.

What were areas in need of improvement?

Indicator 2.5 is an area in need of improvement. We need to focus on providing and supporting more meaningful leadership roles for stakeholders. Seek to involve more appropriate and varied community representatives in working collaboratively on system and school improvement goals.

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## Teaching and Assessing for Learning

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

Overall Rating: 3.08

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

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

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

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

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

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

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

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, implemented, and evaluated at the system level and in all schools. Families have multiple ways of staying informed of their children's learning process.	<ul style="list-style-type: none"><li>•Performance-based report cards</li><li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li><li>•Calendar outlining when and how families are provided information on child's progress</li><li>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li></ul>	Level 4

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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.	<ul style="list-style-type: none"> <li>•Master schedule with time for formalized structure</li> <li>•High School Activity Period</li> </ul>	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.	Teachers across the system use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented in all schools across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> <li>•Evaluation process for grading and reporting practices</li> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•Policies, processes, and procedures on grading and reporting</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the system's purpose and direction. Professional development is based on assessment of needs of the system. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Evaluation tools for professional learning</li> <li>•District professional development plan involving the district and all schools</li> </ul>	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 systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). System and school personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	<ul style="list-style-type: none"> <li>•Schedules, lesson plans, or example student learning plans showing the implementation of learning support services</li> <li>•List of learning support services and student population served by such services</li> <li>•Training and professional learning related to research on unique characteristics of learning</li> <li>•Data used to identify unique learning needs of students</li> </ul>	Level 4

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**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.**

Coffee County School System (CCSS) strives to provide equitable and challenging experiences as outlined in Alabama's new rigorous College-and-Career Ready Standards (CCRS) for math and English Language Arts. Evidence of the system's commitment to ensure that all students are given the opportunity to develop skills that will prepare them for life can be found in the teachers' use of scientifically researched based instructional strategies, student work, and course options. CCSS promotes the practice of school leaders monitoring and supporting the improvement of instructional practices through formal and regular observations, as well as classroom walk-throughs. These practices are designed to help ensure the schools' curriculum provides equitable and challenging learning experiences so that all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. CCSS strives to provide a curriculum that promotes success and achievement of all students. One of CCSS goals is to prepare its students to be successful at the next level whether that is to attend college or to enter the workforce.

Coffee County School System's curriculum includes lessons that are aligned with the Alabama Course of Study for all courses and programs. Teachers in grades K-6 have been extensively trained in "Best Practices" from the Alabama Reading Initiative (ARI) since 2000. These practices continue to be strong in grades K-6 and are supported by local school reading coaches, ARI regional coaches, and the Central Office staff. In grades 7-12, we have implemented an initiative called BEST, meaning Becoming Effective Strategic Teachers, to assist teachers at the secondary level in best practices for adolescent learners. The system provides professional development from the system and local school level in order to support personnel in the transition to the new CCRS. Techniques such as whole group and small group instruction, self-paced activities, the use of instructional technology, teacher questioning, student questioning, student achievement, and engagement have been addressed during professional development sessions. A curriculum specialist has been assigned to New Brockton High School, in grades 7-12, to assist and ensure the development of "Best Practices" at the secondary level. Eventually, CCSS is striving to employ a full time secondary curriculum specialist to coach all three high schools.

CCSS curriculum, instruction, and assessments are aligned to ensure that high standards for all students are expected and inspected at each level. Indicators of high expectations are found in pacing guides, curriculum guides, and lesson plans. Project-based learning occurs at all levels. Data methods such as benchmark assessments, high stakes testing, and teacher observations are used to make decisions regarding individual student needs and to provide information for possible professional development. Technology and software such as Academy of Reading, Academy of Math, and A+ Enrichment are currently being used for remediation and/or enrichment. Instructional strategies and interventions are personalized as data shows it is needed, and plans are devised to address those needs using scientifically research based strategies and programs. Observations and walk-throughs provide evaluations and a measure of effectiveness in the classrooms. Technology equipment has been added to enhance student engagement through the use of laptops, desktops, document cameras, iPads, and LCD projectors.

Leaders at all levels within the system monitor and support the improvement of instructional practices and strategies to ensure student success through the use of Educate Alabama. Data collected from student assessments such as DIBELS, ARMT+, AHSGE, EXPLORE, PLAN, surveys, and classroom observations helps to guide the scheduling of professional development for the system. CCSS offers a common grade recovery/credit recovery policy at all levels. At the elementary level, collaboration is an area of strength due to common planning and grade level meetings which are held weekly or bi-weekly to address concerns regarding not only academic and professional development, but the whole child. However, at the secondary level, some collaboration has been established, but is still an area of concern.

Leaders at all levels conduct faculty meetings which are held approximately twice each month to disseminate new information concerning our school, students, and community, to provide in-house professional development, and to address any concerns that the faculty, stakeholders,

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or administration may have. The system also provides scheduled professional development sessions throughout the year to support those involved in new initiatives. These meetings allow professional learning teams to collaborate, reflect, plan, and implement new ideas and strategies. The system also conducts regular meetings for principals, assistant principals, counselors, reading coaches, leadership teams, and parents.

CCSS provides a mentoring program for all new teachers. School personnel are engaged in mentoring and coaching programs that are consistent with the system's values and beliefs about teaching, learning, and conditions that support student learning. Our mentoring program follows all state guidelines suggested by the State Department of Education. Several teachers at each school are trained mentors for new teachers and serve as needed in order to improve and support the use of content specific standards and professional practices. This training is presented yearly at New Teacher Orientation for new hires and updated information and guidelines are given to current mentors within the system. In addition to the mentor program, new teachers benefit from the professional development activities for the Lee v. Macon Consent Degree with the Alabama State Department of Education. This required training covers the disproportionality issue in placement of the minority students in special education and gifted education programs. The CCSS central office staff takes advantage of this required training to augment the presentation to include classroom management strategies, differentiated instruction and assessment techniques and proven models of collaboration.

Parent Involvement is tremendous for CCSS. Many opportunities exist for parents to participate in school activities such as Open House, PTO meetings, Band Boosters, Athletic Club, academic nights, and other such events are provided for parents and the community alike. School Cast, an automated calling system, is used to provide families with pertinent information including weekly announcements, upcoming events, changes in the school schedule due to inclement weather, and community announcements. The INOW Parent Portal allows parents to keep up with their student's academic progress, attendance, upcoming lessons, and discipline from the comfort of their home. Parents are highly encouraged to participate in school-based or system wide committees, visit schools, and attend conferences. CCSS has a Parent Advisory Committee which consists of Central Office staff, administrators, and parents from all schools and communities alike. This committee meets throughout the school year to discuss, reflect, explore new ideas, review policies and procedures that may affect students and the system.

All students are provided with the opportunity to have long-term interaction with school personnel through the use of Special Education Case Managers, Problem Solving Teams, activity periods, extracurricular activities, after-school remediation, homeroom teachers and class/club sponsors.

CCSS uses consistent common grading and reporting policies, processes, and procedures based on standards from the state department, as well as, system procedures and policies approved by the local school board of education. Grading and reporting procedures are identified in the system and local school handbook. These guidelines are issued to each student at the time of enrollment and acknowledged by parents through a signature page. Each school keeps the signature page on file either through the counselor's office or homeroom teacher.

Two areas of concern relating to Standard 3 Teaching and Assessing for Learning are indicators 3.5 and 3.9.

Indicator 3.5 refers to grade level collaboration and learning communities that support improved instruction and student learning at all levels. In our elementary schools this is considered a strength; however, at the secondary level, in all three schools, this is an area noted for improvement. Results indicate a need for more training and time on collaboration and College-and-Career Readiness Standards. More ACT preparation needs to be provided in high school classes to ensure student success. Plans are currently being formulated to provide opportunities to address both of these concerns. Flexible scheduling for faculty meetings will be used to implement vertical team meetings at all levels. Quarterly subject meetings will be held at the secondary level. Collaborative meetings with the library media specialist and literacy coach will be used to examine data from the high stakes and benchmark testing with the students involved. To address the college and

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career areas weaknesses, plans are being developed to offer "Seniors 101" and "College 101" during activity periods. These classes will focus on the skills needed to be college or career ready after graduation. CCSS has also developed a College and Career Readiness Team (CCRT) whose members will assist the system in professional development training, implementation of new standards, best practices, collaboration, and provide support at the school level.

Indicator 3.9 refers to the school having a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. Each school's Self-Assessment indicates that staff and stakeholders perceive that the system needs to expand their advocacy program to involve "all" and "not some" personnel in building student relationships in an effort to develop students learning, thinking, and life skills which will increase academic success for all students. CCSS has established an "Activity Period" at each school for grades 7-12. During this time, teachers and students have an opportunity to work together on topics ranging from remediation to enrichment, as well as other areas of interest to students. In hope to develop a stronger teacher/student advocacy relationship, all students and teachers are required to participate during this assigned time. It is the goal of CCSS to continue to develop and grow this "Activity Period" and create a more formal structure that is designed to provide all students with one adult advocate who supports the students' educational experience. It is still the primary goal of CCSS to continue to produce productive citizens ready to enter college or directly into the workforce.

## Resources and Support Systems

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

Overall Rating: 3.25

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.	Clearly defined 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 use a formal, systematic process to 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 all positions necessary to achieve the purpose and direction of the system, individual schools, and educational programs.	<ul style="list-style-type: none"> <li>•District budgets or financial plans for the last three years</li> <li>•School budgets or financial plans for last three years</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff for the district and schools</li> </ul>	Level 4

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 solely on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is fiercely protected in policy and practice in all schools. System and school leaders exhaust every option to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and school leaders measurably 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 concentrate on achieving the purpose and direction of the system and its schools.	<ul style="list-style-type: none"> <li>•Examples of school schedules</li> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•Examples of school calendars</li> <li>•Alignment of school budgets with school purpose and direction</li> <li>•Alignment of district budget with district purpose and direction</li> <li>•District strategic plan showing resources support for district</li> </ul>	Level 4

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

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

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

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

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

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

Coffee County Schools has established clearly defined policies, processes, and procedures to ensure that system and school leaders have access to, hire, place, and retain qualified professional support staff. Several times each year, school administrators attend job fairs held at state universities to collect contact information from prospective teachers in high-need areas. These teachers are encouraged to apply and consider relocation to the area. Principals can also view applications that have been submitted to the Teach in Alabama Website, a portal that allows applicants to complete an online application that can be accessed by all school systems in the state. When a vacancy is posted, prospective teachers are interviewed by a panel made up of administrators from each of the district schools using a prepared list of interview questions and scripting applicant responses. Principals submit their personnel recommendations to the Superintendent who makes the recommendation to the board for employment. In an effort to retain professional personnel, teachers who are pursuing a Professional Educator's Certificate via the Alternative Baccalaureate Certification or the Alternative Fifth Year Program may be reimbursed for tuition and fees while employed with Coffee County Schools.

Coffee County Schools use a formal, systematic process to 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. The number of teacher units for each school is determined by using state divisors to determine foundation units. Additional personnel may be hired using federal funds such as Title I funds as needed to ensure that the district is effectively supporting student learning. Much effort is put into budgeting fiscal resources to ensure the district has the personnel needed to carry out our system's purpose, and support our educational programs. Each school develops a strategic plan that includes a well-developed budget outlining the most effective use of funds from all available fiscal resources. These plans are incorporated into a district plan that makes the most of all fiscal resources.

Coffee County strives to ensure that instructional time is protected in policy and in practice. School leaders work collaboratively to develop a master schedule for all schools in the district with an emphasis on making the most of instructional time. Elementary schedules include protected, uninterrupted reading time. High schools have an activity schedule built in to the master school to provide time for club meetings, pep rallies, etc. without taking away valuable instructional time.

School and district leaders work to ensure that material and fiscal resources are used to meet the needs of all students and improve the

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effectiveness of the system. A comprehensive system strategic plan for improvement and individual school improvement plans, which are based on current student achievement data and aligned with the system vision, mission and goals, drive the annual allocation of instructional resources; including personnel, instructional materials, technology, and facilities.

As a result of funding deficiencies brought about by our current economy, we have had to focus on "doing more with less." Our system has been diligent in its efforts to reduce allocated funds in areas where students and teachers would hopefully see the least impact in order to continue to support student learning.

Equitable opportunities to attain challenging learning expectations for all students are evident in our district's policies, plans, and budgets. Our district offers advanced level courses, as well as AP courses and Dual Enrollment opportunities at all high schools. We also provide services for gifted students that provide challenging instruction and opportunities for enrichment. We have a well-developed plan for implementing RTI strategies and utilizing school-level Problem Solving Teams to help ensure equity in instruction. Coffee County Schools also provides quality services for students with individual needs such as special education services, and EL services. Various district plans that address equity are developed and implemented. These plans emphasize the purpose and direction of our system.

Coffee County Schools have created clear expectations for maintaining safety, cleanliness, and a healthy environment. In an effort to communicate this information with stakeholders, these expectations may be found in Board Policy, our Parent Student Information Guides, and posted on our district/school websites. A Home-School Compact has been developed at each school by school staff, parents, and students. These Compacts help ensure that school personnel and students understand their roles in maintaining these expectations. These conditions are monitored at many levels - school, district, state, and federal for accountability. Annual school and district strategic plans, safety plans, and wellness plans address areas in need of improvement. Improvement efforts are evaluated in a variety of ways by school staff, district leaders, parents, students, and other stakeholders. We are currently in the planning stage of developing a maintenance department for the school system.

The Coffee County School System has policies and procedures for strategic resource management outlined in board policy and the Parent Student Information Guide. This includes a process for developing long-range plans for Capital Outlay, Technology, and Career Technical Programs. These plans are reviewed periodically in an effort to evaluate their effectiveness. Annual improvement plans are developed and reviewed for effectiveness, as well. A process is in place to monitor implementation of plans as needed.

Coffee County Schools has established an infrastructure that provides students and school staff with media and information resources necessary to achieve the educational programs of our system. An ample supply of computers, iPads, and other forms of technology have been purchased to ensure students have access to information resources. APTPlus, Alabama Virtual Library, and Alabama Learning Exchange are a few of the resources available to our students and staff. In the last two years, the school district has created two full-time positions - one technology integration facilitator and one technician - to assist teachers in learning about the tools and locations for finding and retrieving information. Each school also employs a media specialist to assist teachers and students in locating and using information resources.

Coffee County Schools has made great strides in providing a technology infrastructure and equipment to support the system's teaching, learning, and operational needs. Diligent planning and careful allocation of resources has allowed the district to saturate all schools with wireless access points to ensure that students and staff have can access Internet-based tools and educational programs. Equipment such as laptops and iPads have been purchased for teacher and student use as a component of the district's instructional program which focuses on student learning at all levels. Servers have been updated to allow staff to meet operational needs to support student success. Newly created technical positions such as a Technology Integration Facilitator and a full-time technician have been employed to support teaching and learning in the district. All stakeholders are encourage to complete the Impact Survey to collect data, assess needs, design and implement a technology plan for improving our technology infrastructure, services, and equipment.

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District personnel provide, coordinate, and evaluate programs to identify and meet the physical, social, and emotional needs of our students. The district develops a comprehensive guidance and counseling plan that includes a variety of processes and resources that focus on meeting individual student needs. The plan includes utilizing the school level Problem Solving Team, identifying available community resources, and implementing components of character education. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.

Coffee County School has a process in place to determine the counseling assessment, referral, education, and career planning needs of all students. Assessments such as the EXPLORE, PLAN, ACT, and ASVAB along with comprehensive career planning tools such as the Kuder Navigation system are used to determine needs of students. Effective Individual Education Plans are developed when appropriate. Counseling referrals to a contracted LPC and local Mental Health Agency are made as needed. Qualifying students receive services from speech, language, occupational and physical therapists. Comprehensive plans are routinely evaluated for effectiveness and revised as needed. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.

## 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: 3.0

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

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

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Documentation of attendance and training related to data use</li> </ul>	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	System and school leaders monitor comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Leaders regularly communicate results using multiple delivery methods and to all stakeholder groups.	<ul style="list-style-type: none"><li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li><li>•Examples of district marketing tools and websites that cite student achievement results or that make promises regarding student achievement</li></ul>	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.**

Coffee County School System is committed to a continuous improvement process that will mark progress in student learning as well as school and system performance. The system has clearly defined goals for student learning based on mastery of standards in Alabama Courses of Study, and for effective professional practices outlined in Alabama Quality Teaching Standards and Alabama Standards for Instructional Leaders. The district has a comprehensive assessment system that provides a variety of data that can indicate improvement as outlined by these goals. The continuous improvement process is a cycle of maintaining a clearly defined and comprehensive student assessment system, providing professional development for faculty and staff on effective and efficient methods for gathering and interpreting data, establishing benchmarks that indicate improvement, monitoring progress toward and attainment of goals based on the results of data gathering, and communicating these results to stakeholders in order to make knowledgeable recommendations for continuous improvement.

In the initial step of clearly defining a comprehensive student assessment system, Coffee County School System researches current and available sources of data. These include locally developed assessments and standardized assessments that are part of the state assessment program. These resources produce data for student learning as well as school and system performance. All assessments are research-based and are therefore reliable, valid, bias free measures of student learning, instructional practices and school climate.

Required state student assessments currently include the AHSGE, ARMT+, ACCESS for ELLs, AAA, and Quality Core End of Course Assessments. These assessments are aligned to the state content standards and provide data regarding student learning. Locally, the district has implemented assessments provided through the Scott/Foresman reading series, the Go Math series, Academy of Reading,

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Academy of Math, A+, and DIBELS. Benchmark assessments are administered throughout the school year to track student learning and to inform instructional decisions.

Additionally, the comprehensive assessment system includes sources of data for evaluating the conditions that support learning. EDUCATE Alabama, a formative system designed to provide information about a teacher's/ educator's current level of practice within the Alabama Continuum for Teacher Development, which is based on the Alabama Quality Teaching Standards (AQTS) provides data regarding instructional practices and guides professional development decisions and planning. Also, annual program reviews provide consistent sources of data that are used to guide improvement efforts. Federal program evaluations for Titles I -A and D, Title II, Homeless Education, and EL Program are conducted and reviewed annually. The Program for Students with Disabilities receives a determination level each year that is based on performance indicators established by the Office of Special Education Programs.

Systematic processes and procedures for collecting, analyzing and applying learning from these multiple data sources are documented and used consistently by faculty and staff throughout the district. The results are analyzed through the ongoing CIP and Title I Schoolwide process. The teams and committees at the school and district level review the data to determine effectiveness of programs and practices. The schedules for review continue throughout the school year. Reading coaches lead analysis of progress monitoring data at weekly common planning meetings. Problem Solving Teams review attendance and performance data at monthly meetings to determine appropriate tiered instruction activities. Each quarter, administrators and guidance counselors assess the need for remediation efforts upon the receipt of AHSGE skills mastery reports. School leadership teams meet regularly to analyze multiple sources of data to update progress toward meeting CIP goals and objectives. Central office staff meets with reading coaches to review DIBELS benchmark data. Federal programs staff gather data for Comprehensive State Performance Reports and annual evaluations. Special Education staff review state reports monthly to determine progress toward state performance report indicator goals. Administrators review the results of EDUCATEAlabama to determine training and professional development goals at the individual and school level. As a result of these various and varied activities to collect and analyze data, the Coffee County School System administration makes improvement decisions to impact the student learning and program effectiveness.

In order to make this ongoing process effective and efficient, faculty and staff are trained in the interpretation and use of the data. The professional development program is multifaceted, employing a variety of delivery methods as well as partners. Web-based training and recorded presentations provide efficient access to expert trainers. Regional resources such as Troy University Regional In-service Center, AMSTI, ARI, A+, Academy of Reading/Math trainers are reliable and valued partners in professional development. Local faculty and staff provide turn around training in order to take advantage of embedded professional development, district professional development days, and common planning schedules to provide the continuous training and refinement that leads to effective use of data. For instance, reading coaches are a valuable resource for keeping teachers trained and well-versed in the various sources of data, such as DIBELS, reading series assessments, Academy of Reading and Math reports, observation, and how to interpret and use this data to inform instructional decisions. This training is ongoing at the school level so decisions are timely and effective.

Procedures for analyzing data are implemented at the school and district level throughout the school year. At the school level, common planning meetings, department meetings, faculty meetings, Title I Schoolwide Committee meetings, and targeted professional development meetings are utilized for data reviews and the review and adjustment of action plans. These school based meetings are ongoing throughout the school year on weekly and monthly and quarterly schedules in order to identify, address, and respond to trends in data.

At the district level, administrator meetings, targeted group meetings (reading coaches for DIBELS, math teachers for College and Career Ready Standards implementation, Academy training), College and Career Ready Standards meetings, BEST trainings, and district level staff meetings are routinely scheduled to review data and address indicated changes. As information is gathered from regional and state

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meetings, the district staff turns around this information to school level administrators and faculty in order to insure the consistent and timely flow of current data, directions, and purposes.

A vital step in the process of continuous improvement is the involvement of valued stakeholder groups. In order to be effective these groups must receive ongoing communication and feedback regarding results of data gathering and subsequent decisions to respond to what the data indicators. The district staff and school based administrators work to make sure this communication is efficient and consistent. Through multiple delivery methods the system and school leaders monitor and share information regarding student learning and achievement of system and school goals.

Particularly effective is the Parent Advisory Council. This group of parents meets quarterly to receive updates from school and system leadership and in turn, to share insights from the parents and communities regarding current issues facing the school system. Required compliance issues such as the Parent Involvement Plan and Title I LEA Plan are discussed with the parents. The Parent Student Information Guide, an annual publication, is presented in draft and discussed with the parents in order to garner valued feedback from the family and student's perspective.

Also, various focus groups meet regularly at the central office for training and professional development. These include guidance counselors, special education case managers, curriculum teams, bus drivers, school nurses, and administrators. The system leadership takes advantage of these settings to share current concerns and solicit feedback from the members of these targeted groups. Their unique perspectives offer a range of responses that are useful in the continuous improvement process. The district and school websites are used to share information with interested groups. Current news, documents, surveys, and student accomplishments are readily presented via the websites. Updates regarding the school system's activities are presented at regularly scheduled board of education meetings. Media representatives present for these meetings often springboard from these presentations to follow up at the school level with broadcasts or articles focusing on the students and/or faculty involved.

The involvement of the various stakeholders in the continuous improvement process ensures that all perspectives are considered and valued. The groups - parents, teachers, staff, students, administrators - communicate consistently and efficiently to keep information current and constructive for the continuous improvement activities.

## Report Summary

### Scores By Section

