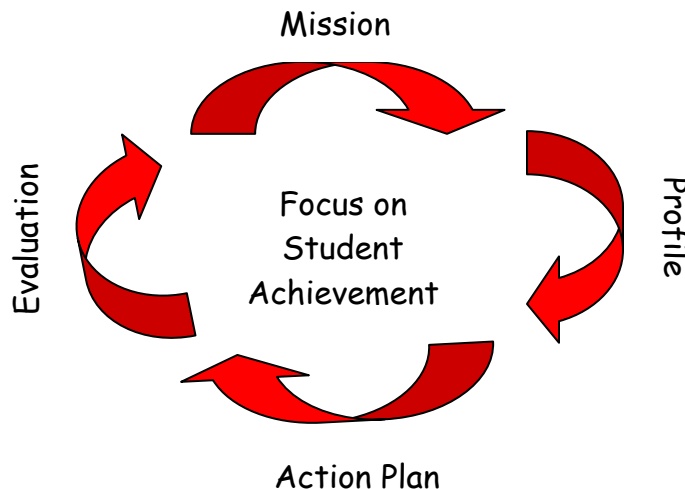


III. DEMONSTRATING QUALITY ASSURANCE:

From the time students are released for summer vacation, a review cycle begins in preparation for the upcoming school year. Principals gather, evaluate, and publish data summaries for the ending year that will be presented to staff returning for the upcoming year. Directors follow the same process for each specific area(s) of responsibility, and all data are presented during the Administrators' Retreat.

The ongoing quality assurance process changes gears in July when the administrators attend the annual retreat which is the kick-off for the new school year. At this time, the cyclical process graphically illustrated below serves as the framework:



At the retreat, the annual district theme is established, data are reviewed, changes in policies and procedures are presented, pertinent legal issues are shared by the Board attorney, and open discussion is conducted. Testing data are presented via Power Point, and each principal receives a CD containing the data review. A copy of the District and Federal Programs Evaluation is issued which contains data summaries for many of the CPSD SACS CASI Plan goals and objectives. Open discussion is conducted in an effort to clarify information and answer all questions. Opportunity to suggest strategies to address deficits and/or areas falling short of projected growth is made available. This becomes the springboard from which many school action plans will be modified. It is here that building capacity for continuous improvement is birthed. Strength is drawn from peers, as well as new ideas, that provide motivation and excitement to produce a ripple effect on all staff. Ideas will be taken back and shared among staff who will decide changes to be made, so the changes will be site specific.

The principals' and assistant principals' enthusiasm from the Administrators' Retreat serves to ignite the staff and as the catalyst for a positive start of the new school year. All school employees participate in a general meeting designed to update the information the leaders gained at the retreat. From that point, the various school leadership teams resume meetings to address, to evaluate, and to update continuous improvement over areas for which they are responsible. Data are reviewed and

analyzed to determine change and to direct or redirect focus. Times will then be set for all to come back together and share feedback on the findings and/or changes.

Professional development sessions are conducted monthly as a means of evaluating, acquiring, and updating skills necessary to maintaining student academic success. The sessions begin the second month of the school year and provide a means of maintaining highly qualified staff by keeping all on the cutting edge with the latest in educational research, programs, and strategies.

The Clinton Public School District (CPSD) conducts an ongoing internal review by closely evaluating people, processes, and systems associated with student learning. Teacher and administrator evaluations are reviewed by responsible parties, and improvement plans are provided and monitored when needed change is exhibited. "Go Observe", an evaluation process conducted via Palm Pilots, provides teacher feedback in chart/graph form for immediate validation or improvement; whereas, administrators are evaluated by peers through a paper/pencil format. Principals begin teacher evaluations shortly after the onset of school and continue to monitor teacher performance throughout the year; whereas, administrator evaluations are conducted in the spring of the school year after which the Superintendent schedules appointments with each for sharing the results and lauding strengths while addressing growth opportunities.

Once a month, the Superintendent's Advisory Committee, composed of representatives from each school, convenes to discuss stakeholder issues from their respective schools. This allows all personnel to diplomatically address areas of concern, to openly discuss solutions, and to keep the Superintendent's thumb on the heart beat of the district. In addition, the Superintendent conducts monthly principal/director meetings at which pertinent information is shared while camaraderie is strengthened. An initiative that arose out of the principals' meeting was the creation of assistant principals' meetings. At this time, assistant principals are encouraged to suggest ideas and changes and to share experiences.

In an effort to determine the impact of the processes, data are gathered. The District utilizes E-Z Test Tracker and AIMSweb Management System for on-going evaluation of all students to monitor student progress and teacher effectiveness. These assessment results are directly tied to another process called Tier Interventions, implemented when IDEA underwent radical changes in its method of evaluating students needing special services. The assessment scores are used to identify students most at-risk that receive supplemental services through Tier II for thirty minutes daily. The purpose is to prevent failure which is easier to accomplish than to remediate students who have already fallen behind. Tier I encompasses all students, whereas Tier II is conducted for students with specific needs. If a student participates in Tier II and fails to progress after ten weeks, he/she is moved to Tier III. Tier III is conducted one hour daily for eighteen consecutive weeks. Students who make progress continue in the Tier process until grade-level proficiency is attained. Those who do not are recommended for comprehensive testing through the Department of Special Services. It is the Tier Intervention process that

provides the cornerstone for quality assurance overseeing student academic achievement.

Working with the Tier Intervention process are the individual School Support Teams (SST) and the District Support Team (DST). Student academic achievement data are first reviewed by an administrator who presents concerns to the SST. Parents are encouraged to participate in meetings and to offer suggestions and other input that might assist the child. Together teachers, administrators, and parents conduct ongoing student monitoring to track progress and to ensure no student falls through the cracks. Before a student can be exited from Tier II, retained in Tier II, moved to Tier III, or referred for comprehensive testing for special services, all available data are sent to the DST for review and case-by-case decisions.

Other processes under continuous revision include curriculum design and delivery, parental involvement, communication within the system, as well as in the community, and internal collaboration. Lead teachers and/or department chairs review the curriculum design to determine gaps and/or overlaps. Meetings are conducted to share methods of delivery, lesson plan design, and current information. During summer break, teachers receive stipends to evaluate, create and/or align curriculum changes initiated by the MDE. In addition, many teachers attend professional development sessions addressing specific, identified district needs. They present what was learned to their peers at the onset of the school year.

Parental involvement is addressed primarily during Title I site meetings; however, each school PTA/PTO group nurtures avenues through which parents who are unable to attend school functions are kept abreast of school issues. Community and parent involvement have been and continue to be strong facets in the district and are underlying reasons contributing to student success. Part-time parent coordinators, employed at two schools, work diligently to host workshops, conduct one-on-one conferences, and to provide training and resources to help parents acquire the skills needed to assist their children in academics at home. Staff members also participate on various community committees. Participation serves as a means of integrating community and school activities. Parent and community involvement are strong and applauded by all. Appreciation is reciprocal.

Open lines of communication within the system are predominately via e-mail; however, personal meetings, workshops, and small group sessions are constantly underway to provide a more personal touch. Reaching the community is accomplished not only through newsletters and other written forms of communication, but each site, as well as the district, hosts a Web page through which much information can be gathered. And of course, e-mail is not limited between staff members but occurs between staff and parents, too.

Substantial evidence of quality assurance can be found in the annual publication, District and Federal Programs Evaluation. Within these pages are found charts, graphs, and tables that summarize measurable goals by presenting data that substantiates success or need for improvement. When possible, comparative data are presented to

indicate ongoing rather than isolated progress. It presents a visual representation that, oftentimes, yields a weightier statement.

Although it is impossible to list all meetings conducted for monitoring purposes, a list of certain processes with timelines can be found in the table below:

MONTH	WHO	PROCESS
August	Administrators	Update in legal issues, test data, policies/procedures, action plans
August	Intervention Specialists	Conduct AIMS Assessments for baseline data
August - May (Bi-monthly)	Intervention Specialists	Conduct AIMS Assessments to monitor growth
August-May (Mid 6/9 weeks)	Teachers	Progress reports
August-May (6/9 weeks)	Teachers	Report cards
August-July	Superintendent and Assistant Superintendent	Monthly district updates, all areas
August-May (monthly)	Staff	On site professional development
September - May (2 nd Tuesday of each month)	Intervention Specialists	Professional development sessions
September - May	Executive Secretary	Monthly enrollment reports
September - May	Principals and Directors	Monthly update
August and January	School Food Service Managers and staff	Before school begins and after Christmas as directed by law
July - June	SPED	As needed
July - June	Maintenance workers	Every Tuesday morning
July - June	Technology department	Informally every day and formally as needed
September - May	Parent Coordinators	Monthly update
September - May	Superintendent's Advisory Committee	Issues of concern from each school
August - May	District Support Team	Student recommendations for placement, transfer, and/or retention
Quarterly	Improvement teams	Monitor progress of action plans
Bi-annually	Principals/Assistant Principals	Evaluate new teachers
Every 3 years	Principals/Assistant Principals	Evaluate veteran teachers
July	District Test Coordinator	Evaluates all state-mandated test data - MCT and SATP
August	Federal Programs Coordinator	Creates annual Federal Programs and District Evaluation
September	Federal Programs Coordinator	District Report Card

District and school operations are communicated to parents and to the community through various means to maintain and promote positive interaction and support. Much of the information is published on the CPSD and/or individual school Web sites, including the District and Federal Programs Evaluation and the CPSD Report Card. Other information is shared via newsletters, workshops, training sessions, PTA/PTO meetings, and at monthly Board meetings.

The Clinton Public School District operates under the team premise, "We". Together we the stakeholders review every component that supports success: people, the backbone of excellence; processes that sustain success while fostering growth; and systems expected to serve as the adhesive among the components. We are committed to high-standard performance that leads to accomplishing the mission and beliefs of the system and schools. By continuing to work together, the standards prescribed by SACS CASI necessary to maintaining a quality school district continue to be met.