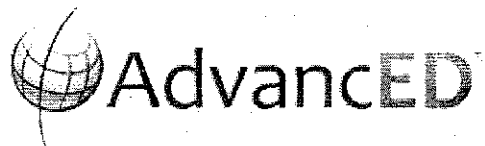


**Report of the  
Quality Assurance Review Team  
for  
Social Circle City Schools  
147 Alcova Dr  
Social Circle, Georgia, United States 30025-4370**

**Dr. Bettye J. Ray, Superintendent  
Dr. Dody W. Sapp, Chair/Lead Evaluator, Quality Assurance Review Team**

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**Review Dates: 02/12/2012 - 02/15/2012**



*North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and the Commission on International and Trans-Regional Accreditation (CITA) are accreditation divisions of AdvancED.*

## About AdvancED and NCA CASI/SACS CASI

**Background.** Founded in 1895, the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and Schools (SACS CASI) accredit public and private schools and districts in 30 states, the Navajo Nation, Latin America, and the Department of Defense Schools worldwide.

In 2006, NCA CASI, SACS CASI, and the research and development arm of the accrediting associations, the National Study of School Evaluation, unified to form AdvancED. Dedicated to advancing excellence in education, AdvancED provides accreditation, research, and professional services to 23,000 schools in 65 countries, serving 15 million students.

NCA CASI and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI and SACS CASI have defined shared, research-based accreditation standards that cross state, regional, and national boundaries. Accompanying these standards is a unified accreditation process designed to help schools, school districts, and educational service agencies continuously improve.

**The Accreditation Process.** To earn and maintain accreditation from NCA CASI or SACS CASI, school districts and their schools must:

**1) Meet the AdvancED Standards and Policies for Quality School Systems.** School districts demonstrate adherence to the seven AdvancED standards and policies which describe the quality practices and conditions that research and best practice indicate are necessary for school districts to achieve quality student performance and organizational effectiveness.

**2) Engage in continuous improvement.** School districts and their schools implement a continuous improvement process that articulates the vision and purpose that the school district is pursuing (vision); maintains a rich and current description of students, their performance, school and district effectiveness, and the school community (profile); employs goals and interventions to improve student performance (plan); and documents and uses the results to inform what happens next (results).

**3) Demonstrate quality assurance through internal and external review.** School districts and schools engage in a planned process of ongoing internal review and self-assessment. In addition, school districts host an external quality assurance review team once every five years. The team evaluates the school district's adherence to the AdvancED quality standards, assesses the efficacy of the school district's improvement process and methods for quality assurance, and provides commendations and required actions to help the school district improve. The team provides an oral exit report to the school district and a written report detailing the team's required actions. The school district acts on the team's required actions and submits a progress report two years following the review.

NCA CASI and SACS CASI accreditation engages the entire school district community in a continuous process of self-evaluation and improvement. The overall aim is to help school districts and their schools maximize student success and improve organizational effectiveness

## Summary of Findings

A Quality Assurance Review Team representing the SACS CASI Georgia State Office (SACS-CASI-GA), a division of AdvancED, visited Social Circle City Schools on 02/12/2012 - 02/15/2012.

During the visit, members of the Quality Assurance Review Team interviewed 20 administrators, 61 teachers, 10 support staff, 40 parents and business partners, 37 students, and 7 Board of Education members for a total of 175 stakeholders. In addition to meeting with district personnel and stakeholders, the team visited 4 schools within the school district. During the school visits, team members interviewed school stakeholders, observed classrooms, and reviewed relevant school artifacts. The team also reviewed documents, student performance data, and other artifacts provided by the district. Specifically, the team examined the district's systems and processes in relation to the seven AdvancED standards:

1. Vision and Purpose
2. Governance and Leadership
3. Teaching and Learning
4. Documenting and Using Results
5. Resource and Support Systems
6. Stakeholder Communications and Relationships
7. Commitment to Continuous Improvement

The AdvancED standards focus on systems with a school district and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school district, looking not only for adherence to individual standards, but also for how the school district and its schools function as a whole and embody the practices and characteristics of a quality school district.

Through its examination of the school district's adherence to the standards, the Quality Assurance Review Team prepared reports on each standard, highlighting strengths and suggestions for improvement specific to each standard. These reports can be found following this summary.

The Quality Assurance Review Team also examined the effectiveness of the district's methods for quality assurance. The team reviewed the district's practices and methods to monitor and document improvement, provide meaningful feedback and support across the district, ensure that AdvancED standards are met and strengthened, and regularly collect, use, and communicate results. The team's findings in this area can be found following the standard reports.

The team used the standard reports and quality assurance findings to identify common themes, significant accomplishments, and pressing needs facing the district. These became the basis for the overall commendations and required actions that are provided below. The commendations and required actions should serve as the focus for the district as it acts on the team's findings. They represent the areas that the team believes will have the greatest impact in helping the district further its improvement efforts. The standard reports and quality assurance findings can be used to help reinforce and enrich the district's understanding of the commendations and required actions.

**Rationale:**

Resources that support student learning and excellence are allocated appropriately when fiscal accountability systems are in place and school budgets are closely aligned with an overarching vision.

## Required Actions

In addition to the commendations, the Quality Assurance Review Team identified the following required actions for improvement. The team focused its required actions on those areas that, if addressed, will have the greatest impact on improving student performance and overall effectiveness of the school district. The Social Circle City Schools will be held accountable for making progress on each of the required actions noted in this section. Following this review, the school district will be asked to submit a progress report on these required actions. The district should refer to the detail provided in the standard reports for guidance and greater depth on the required actions.

### Required Action 1

**Required Action:**

Develop and implement with fidelity an effective, comprehensive district data management system that is time efficient, error free, and projective.

**Evidence:**

The QAR team identified various areas of concern with the present data management system. Staff reports that many planning and instructional hours are consumed with data and question the accuracy of hand-entered results. Staff finds that data are not consistent across the district.

**Rationale:**

A comprehensive district data management system will enable the staff to spend more effective time on planning instruction. It would enable the staff to drill down to determine the cause of learning problems and prescribe the appropriate plan. District staff will also be able to make projections to plan for the future.

**Review of AdvancED Standards for Quality Schools:** The team reviewed the district's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

## Next Steps

The school district should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school district.
3. Develop action plans to address the required actions made by the team. Include methods for monitoring progress toward the required actions.
4. Use the report to guide and strengthen the school district's efforts to improve student performance and district effectiveness.
5. Two years following the Quality Assurance Review, submit the Accreditation Progress Report detailing

## Standards for Accreditation

The primary requirement for accreditation is that the district demonstrates that it meets the seven standards for accreditation. The findings of the Quality Assurance Review Team regarding the standards for accreditation are summarized on the following pages.

The Quality Assurance Review Team divided into standard teams to review each standard and prepare a standards report summarizing the team's findings. These standard reports, along with the quality assurance findings that follow these reports, provided the basis for the team's identification of over-arching commendations and required actions presented earlier in this report. The reports submitted by each team are provided on the following pages for the district's review and use. Each report reflects its respective team's unique voice, perspective, and deliberations. The reports can be used to help enrich and deepen the district's understanding of the overall commendations and required actions.

### Standard 1: Vision & Purpose

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

**Description:**

The Social Circle City Schools District (SCCSD) has adopted as its vision: Social Circle City Schools (SCCS) will be a premier school system; providing a world-class education so that all students acquire the knowledge, skills, and values necessary to lead productive lives in a changing world. The mission of the SCCS is to provide a premier education for all students. The term world-class acknowledges the district's imperative to prepare students for a world larger than Social Circle and for global competition. The district's vision and mission are prominently displayed throughout the district and throughout the community.

Artifacts and interviews indicate that all stakeholders have the opportunity to participate in the revision of the district's vision, mission, guiding principles, and goals during an annual review process which begins at a Board of Education (BOE) meeting. District leadership, in collaboration with school level administrators and faculty, participated in fluid discussion, team meetings, surveys, and parental feedback reviews to consider and make revisions. Revisions of the vision, mission, and goals are approved by the Board of Education (BOE).

The district vision and purpose are communicated to the stakeholders through policy and procedure handbooks, each school's handbook, the district webpage, and school newsletters. A strong sense of collaboration exists between the district and community groups which include Rotary Club members and Social Circle City officials. Stakeholders are given business cards that contain the vision and mission statements for easy reference and for sharing. All district meetings begin with a review of the vision.

It is apparent through interviews and observations that the superintendent, who is an exemplary instructional leader, enforces the district's vision and purpose, thus guiding teaching and learning as student improvement becomes the highest priority. Individual schools revise and update School Improvement Plans (SIP) annually to align their goals and strategies with the district's vision and

members in developing, revising, and adoption of local school board policies.

The district is under the leadership of a superintendent who is appointed by the BOE. The superintendent is assisted by the system's financial officer and several directors and coordinators. Based upon interviews with board members and district and school leadership and a review of the district organizational chart, it is apparent the board recognizes and preserves the executive leadership authority of the superintendent. Through the interview process the team further learned that stakeholders serve in meaningful roles as advisors to the superintendent and members of various groups including school councils, the District Change Team (DCT), District Change Leaders (DCL), and Better Seeking Teams (BST) all of which promote a culture of participation, responsibility, and ownership.

Commitment to the vision and mission of the school district is articulated by all stakeholders. This commitment fosters collaboration with city leaders who participate in joint leadership retreats to help support district initiatives; with the Rotary Club that provides books through the Ferst Foundation to promote literacy and oral reading support for primary and elementary students in the district; and with the Boys and Girls Club that provides tutoring and homework support for the district's students in their after school program. Other evidence of this commitment is the stakeholder involvement on the Superintendent's Advisory Board that meets once a month to provide input, assists in decision-making, and provide support for the district's programs and initiatives. The district also has a cadre of volunteers who serve in multiple roles to provide enrichment and enhancement for the total school program.

The district's vision drives the budget and allocations are made through prudent fiscal stewardship. Utilizing the board's annual budget policies for protecting assets and financial procedures for investments and the System Improvement Plan, the board has a history of judicious stewardship. With a decrease in state funding of 18.5% over the past ten years and a decrease in federal funding of 12%, the district has secured \$700,000 in Science Technology Engineering Math (STEM) grants and \$300,000 in literacy grants, as well as grants from Georgia Power and other entities. The district has maintained a balanced budget with no increase in property taxes or teacher furloughs. Further, the district has no debt and has recently passed an Education Local Option Sales Tax (ESPLOST) to complete its long-range planning for a new elementary school building project to be finalized in 2013 and a new sports complex to be constructed at a later date. This information was validated with system documentation, interviews with board members, the financial officer and the superintendent.

The district employs a legal firm to ensure that the district is in compliance with all applicable local, state and federal laws; maintains adequate insurance to provide fiscal accountability; and provides training and advisement regarding legal requirements and obligations. Policies and procedures are communicated through the district website to provide for the effective operation of the school district. Policies and procedures of the district are reviewed annually and revised when necessary to determine if they are reflective of those mandated by the GBSA. These policies are also available to all school personnel and serve as the basis for board decisions.

To provide systematic analysis and review of student performance and system effectiveness, the school district annually utilizes the Balanced Score Card based on the Georgia Leadership Institute for School Improvement (GLISI) program for reporting data and providing comparative analysis of achievement data to plan for improvement and achievement of system goals. The schools use benchmark testing, Criterion-Referenced Competency Test (CRCT) data, Georgia High School Graduation Test (GHSGT) data, and End of Course Test (EOCT) results to monitor achievement and provide necessary assessment data for school improvement plans and the system improvement plan. These plans reflect systematic goals based on the above-mentioned state, national and local test data. The data are analyzed by school leadership teams, teachers, and parents while appropriate instructional strategies and activities are used to address

## Standard 3: Teaching & Learning

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

### Description:

The vision of SCCS is to become a premier school system which provides a world-class education so that all students acquire the knowledge, skills, and values necessary to lead productive lives in a changing world. The district consists of four schools serving 1,705 students. Currently, 70% of the students enrolled in the system are white, 24% are African-American, 3% are Hispanic, 1% are Asian, and 2% are Multiracial. Students with disabilities make up 10.5% of the student population. Based on household incomes, 55% of the students qualify for free or reduced lunch.

Clearly identified instructional expectations are aligned with the district's vision and supported through various resources to create systemically high levels of excellence in student achievement and organizational effectiveness. The district implements a curriculum based on and aligned with the current GPS. Each content area is supported by pacing guides and a curriculum mapping process to align instructional strategies. Grade level teacher meetings are held regularly to facilitate instructional planning and develop units based on performance standards. Representatives from each grade level, special education, Early Intervention Program (EIP), and gifted are included in this process.

Teacher interviews at the elementary level indicate that vertical and horizontal alignment is occurring at individual schools and between grade levels. However, there is little evidence to support deliberate district-wide vertical alignment procedures among all levels to monitor student performance and ensure readiness for the future.

The district supports instruction that is research-based and reflects best practices through professional learning. In addition, system and school level leadership monitors the implementation of the GPS by conducting walk-throughs and providing timely feedback to teachers. As evidenced in interviews, the district is in the process of revisiting pacing guides and curriculum maps to align instructional strategies and resources to the new Common Core Georgia Performance Standards (CCGPS).

The district is committed to using data to inform curricular and instructional decisions at all levels. Interviews with administrators, teachers, parents, and students indicated that there is a focus on using data to monitor growth and respond to individual student needs. This was also evidenced by information presented in data rooms at the district and school level. Examples of available data included CRCT scores, GHSGT scores, EOCTs and Adequate Yearly Progress (AYP) data. Artifact reviews and interviews with professional staff indicate that the curriculum is reviewed and revised at regular intervals.

Interviews with district and school leaders described ongoing professional development to support teaching and student learning. Teachers indicated that the process for assessing the impact of professional learning was determined by student achievement. Instructional coaches are at the elementary level and provide critical help and instruction within classrooms. The use of interactive technology as a tool for learning was visible during instructional tours and classroom observations. However, interviews with teachers, parents, and students indicate a need for more technology in specific areas, including English and social studies departments in the high school.

**Finding:** Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Operational," indicating that the Social Circle City Schools has met the accreditation requirements for the "Teaching & Learning" standard.

## **Standard 4: Documenting & Using Results**

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

### **Description:**

SCCS utilizes a comprehensive assessment system to assess student progress and evaluate the effectiveness of the district's curriculum and instructional program. Assessment results are used to inform the teachers' instructional practice and to identify struggling students and provide timely interventions to improve student performance. The results of these assessments are clearly communicated to all stakeholders to report system improvement progress and student achievement compared to local systems and state-wide performance.

The guiding principle for SCCS's assessment program is that "assessment is a tool for improving instruction." Professional learning has focused on assessment practices and using results to inform instruction. As evidenced by interviews and minutes from collaborative meetings, teachers discuss formative and summative data to plan for and assess instructional practices. Teachers have been trained by Northeast Georgia Regional Education Services Agency (RESA) on the data team process. As evidenced through interviews teachers are beginning to utilize the Student Longitudinal Data System (SLDS) to access student achievement trend data. A comprehensive data management system is needed to provide efficient access to specific district data and enable more expanded use of the SLDS.

Teachers utilize a variety of assessments to determine student progress, including all state-mandated tests at each grade level. The Iowa Test of Basic Skills (ITBS) is administered in the fall and spring of each year to determine student growth and for national comparison. Assessments used to determine student progress toward meeting standards include the Social Circle Reading Inventory (SCRI), Rigby PM benchmarks, Educational Software for Guiding Instruction (ESGI), Georgia Kindergarten Inventory of Developing Skills, the Georgia Online Assessment System (OAS), and a universal screener developed by the University of Georgia (UGA). STAR testing and individual reading inventories are utilized to determine reading achievement progress throughout the year. School-developed benchmark tests are used quarterly to determine progress. The QAR team did not observe a system to correlate teacher-made tests with the GPS and CCGPS. Results from the CRCT, EOCTs, AP, Scholastic Aptitude Test (SAT), and American College Testing (ACT) results are utilized by the DCL, DCT, and BST to develop and monitor progress toward school and district improvement goals. Staff expressed a desire to have a data management system that will allow for less time spent in inputting and disaggregating data and more time in using the data for planning and instruction.

Stakeholder perception data are collected through surveys throughout the year. Student achievement data are reported back to stakeholders in a variety of ways. Parents access real-time student data through the Infinite Campus parent portal. Data rooms at both the school and district level display student achievement trend data. The district develops and shares an annual system report card. The district's



observe a system-wide protocol for evaluating the impact of professional learning on student achievement.

Teachers new to the district participate in three days of orientation and new teacher training. Each new teacher is assigned a mentor who provides support through collaborative planning, meetings and observations throughout the year. In addition, a university consultant works with new teachers on strategies for success in the classroom. The consultant provides feedback to the teachers in a non-evaluative format. A system is in place to monitor and evaluate teacher effectiveness using the Georgia Teacher Evaluation Program (GTEP). District and school level administrators conduct walk-throughs to provide immediate feedback to teachers. Student achievement results are a primary vehicle for assessing teacher effectiveness.

The district utilizes an extensive and inclusionary process for developing the budget that ensures collaboration and alignment of resources with the district's vision. Careful planning through the facilities long-range plan includes the construction of a new school and an athletic complex. The facilities plan allows the district to proceed with capital improvements and building construction in a systematic, debt-free and financially prudent manner. Responsible fiscal management by the district leadership and school board requires all funds be allocated to maximize student learning and support instruction. The QAR team noted a commitment to student achievement and professional learning by the designation of 10 days for professional learning throughout the school year. Despite current economic downturns, the district has been able to maintain services to students that directly affect student achievement. All stakeholder groups expressed confidence in the district's fiscal planning and budgetary process. Accounts are audited by Georgia Departments of Audits and Accounts and are "Finding Free." The district maintains an operating reserve of 5% to 15%.

School facilities were observed to be clean, safe, orderly, and supportive of a positive learning environment. Crisis management and emergency plans were reviewed. These plans are updated annually. Emergency drills are conducted monthly.

The district technology infrastructure is updated continuously. The technology plan outlines the goals and plans for technology initiatives. Interviews with stakeholders indicate a need to expand technology resources as funds become available. Stakeholders expressed concern about the time required to address technology repairs and maintenance.

The district provides and coordinates support services that meet the counseling, nutrition, and safety needs of the students. The Response to Intervention (RTI) program is cited as a way to support students with special needs and to develop and implement interventions to improve student learning. Counselors, the Communities in Schools liaison, and community agencies provide additional services that are coordinated with the school, home, and community. The increase in the number of students requiring additional support due to the downturn in the economy has posed additional challenges for the district.

Special education services are provided to all eligible students ages 3 to 22. In addition, occupational therapy, speech therapy, audiology, and vision support is provided. Credit recovery programs are available to students. The alternative school affords students who need a nontraditional school setting the opportunity to graduate. Bus safety is a priority of the transportation department. Each school bus is equipped with cameras. Transportation is provided to all students who attend Social Circle schools.

**Strengths - The team noted the following successful practices deserving of recognition:**

- Prudent stewardship of financial resources supports the vision and mission of the district. Recent economic downturns have had little impact on instruction and learning.
- All teachers and paraprofessional staff are highly qualified.

- Stakeholders recognized an open door policy from the BOE, central office staff, school administrators, and teachers.
- Student achievement and continuous improvement are clearly and regularly communicated to district stakeholders in a variety of ways.
- Stakeholders recognized opportunities for involvement in decision making at the district and school levels.
- The district leverages the support of community resources such as the Rotary Club to assist in providing resources and support for students and families.

**Opportunities - The team offers the following opportunities for improvement in this standard area:**

- Develop and implement opportunities for parents who are not involved in school and district activities.

**Finding:** Based on the evidence reviewed, the Quality Assurance Review Team has assigned the overall assessment level of "Operational," indicating that the Social Circle City Schools has met the accreditation requirements for the "Stakeholder Communications & Relationships" standard.

## **Standard 7: Commitment to Continuous Improvement**

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

**Description:**

The district engages in a process of continuous improvement that supports the vision of providing a premier education for all students. The district and school leadership engages in a cyclical model of system improvement with a focus on the (GLISD) Plan-Do-Check-Act cycle. A strong instructional component is evident in the district improvement plan. The district and individual school improvement plans utilize standardized assessment data, demographic information, and surveys. The DCL and the DCT develop, monitor and analyze improvement initiatives. BST at individual schools examine formative and summative data to develop goals and strategies in the SIP. All stakeholder groups are represented on the BST. The QAR team observed through interviews and artifact review that the vision and mission provide the foundation for all decision-making in the district. All stakeholder groups articulated strong support and understanding of the vision and mission. The district maintains a current description of students and achievement results.

Measurable goals for student achievement are included in the Comprehensive Local Education Agency Improvement Plan (CLIP) and individual School Improvement Plans (SIP). Interviews indicated external stakeholders were involved in the development of the improvement plans for the district and individual schools. Improvement plans are based on student data which provide insight and direction to the district in establishing goals and measurable outcomes. District and school administrators conduct regular walkthroughs to monitor adherence to improvement plans and to provide immediate feedback to teachers. Analysis of test data is an integral part of all improvement plans. A focus on increasing learning for all students and closing gaps between current and expected student performance levels is included in all improvement plans. Strong leadership at all levels, shared decision-making, and a focus on student achievement create an environment of continuous improvement and increased student achievement.

## Quality Assurance Findings

The Quality Assurance Review Team examined the effectiveness of the district's methods for quality assurance. The team reviewed the district's practices and methods to monitor and document improvement, provide meaningful feedback and support across the district, ensure that AdvancED standards are met and strengthened, and regularly collect, use, and communicate results. The team provides the following findings in this area.

### Description

The widely supported district vision of “providing a premier education for all students” drives the processes of SCCS. Stakeholders own the vision to the extent that they are individually able to quote the vision in some form and articulate their belief that the schools are focused on the vision. A group of primary students sang the vision for the QAR team.

The GLISI Plan-Do-Check-Act cycle guides the district in monitoring and documenting improvement. The district CLIP serves as the foundation for the district’s continuous improvement efforts as well as the AdvancED standards which are integrated into the procedures and expectations. Artifacts and interviews indicate that there is strong collaboration between the district and schools through the DCL, DCT, and BST. The BOE is continuously updated at board meetings. Artifacts reveal that a strong instructional component is evident in the district improvement plan. Each school’s SIP is aligned with the district plan. Stakeholders indicate that they have given input into the plans which are data-driven and reviewed annually. The QAR team noted that there is strong leadership at all levels, shared decision-making, and a focus on student achievement. The GTEP is used for all certified personnel.

The district uses a wide range of assessment data to make a number of decisions about teaching and learning. Data from norm-referenced tests, state criterion referenced tests, district generated benchmark assessment, grade level and department generated assessments, and individual classroom teacher assessments are used and analyzed on a regular basis to measure progress, adjust programs and curriculum, identify student needs to differentiate instruction, develop strategies to close the gap in subgroups, and provide staff learning. The primary and elementary schools have instructional coaches who support teaching and learning. They offer a great deal of assistance to teachers and principals and have earned their respect. District and school administrators conduct regular walk-throughs to monitor adherence to improvement plans and provide immediate feedback to teachers. The team noted a wide range of data collection and usage. Staff reported that many hours are spent inputting data. With the development and implementation of a comprehensive data management system, more professional time could be used in planning, instruction, evaluation, and future projections.

Stakeholders interviewed state that they have many opportunities to give input in surveys, meetings, and while serving on advisory groups. They receive communication in a variety of ways, including the website, newsletters, newspaper articles, parent portal, individual test results, automated phone calls, conferences, parent coordinators, student folders, and an open door policy with the school, district, and BOE.

### Strengths

- The district vision is articulated by all stakeholders and drives the decision-making of the district.
- The district actively pursues data that will enable better decisions in planning for the education of students.
- Strong leadership at all levels, shared decision-making, and focus on student achievement create an atmosphere of continuous improvement and academic success.

## Schools Visited

The Quality Assurance Review team visited the following schools during the visit to the Social Circle City Schools on 02/12/2012 - 02/15/2012.

Social Circle Middle School	154 Alcova Drive	Social Circle	Georgia	30025
Social Circle Elementary School	240A W. Hightower Trail	Social Circle	Georgia	30025
Social Circle High School	154 Alcova Drive	Social Circle	Georgia	30025
Social Circle Primary School	439 Annie P. Henderson Drive	Social Circle	Georgia	30025-

## Appendix

### Quality Assurance Review Team Members

- Dr. Dody W. Sapp, Chair/Lead Evaluator (AdvancED Field Consultant)
- Mrs. Bessie M. Brown EDS, Vice Chair (Putnam County Schools)
- Dr. Angela Vinson, Team Member (Jefferson City Schools)
- Dr. Leigh Ann Putman, Team Member (Metro RESA)
- Mrs. Holly Wingard, Team Member

### AdvancED Standards for Quality School Systems

The AdvancED Standards for Quality School Systems are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for school districts to achieve quality student performance and organizational effectiveness. As school districts reach higher levels of implementation of the standards, they will have a greater capacity to support ever-increasing student performance and organizational effectiveness. Each of the seven standards listed below has corresponding indicators and impact statements which can be accessed at [www.advanc-ed.org](http://www.advanc-ed.org).

#### **Vision and Purpose**

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

#### **Governance and Leadership**

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

#### **Teaching and Learning**

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

#### **Documenting and Using Results**

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

#### **Resource and Support Systems**

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

#### **Stakeholder Communications and Relationships**

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

#### **Commitment to Continuous Improvement**

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