



Accreditation Report

Craven County Schools

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Executive Summary

Introduction

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

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

Description of the School System

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

Craven County is nestled just inland midway along North Carolina's coastline. Craven County is comprised of 774 square miles with a population of 104,489 and located midway along North Carolina's coastline. The county has three distinct areas with rural communities, small industry, and farmland in the west, a nationally recognized historic district encompassed in a small metropolitan town (New Bern) in the central section, and a community (Havelock) surrounding the world's largest Marine Corps Air Station (Cherry Point) in the eastern part of the county.

Craven County Schools is governed by a non-partisan elected Board of Education that includes 7 at-large members across the county. The Board elects a chair and vice-chair every two years to oversee the meetings and activities. The Board has established a comprehensive policy manual to guide the system's operation of schools, services, and administrative programs. The Superintendent serves as the system's chief administrative officer and leads a staff of 1,738 and 14,223 students from PreK to 12th grade. The district consists of 25 schools with 5 high schools (3 traditional and 2 early colleges), 5 middle schools, and 15 elementary schools. Craven County Schools celebrates the diversity of our students. Our system is made up of students in the following subgroups: American Indian, Asian, Black, Hispanic, Multiracial, White, Academically & Intellectually Gifted, Economically Disadvantaged, Limited English Proficiency and Students with Disabilities.

The western region's feeder pattern provides a pathway for 100% of elementary students from three schools (Vanceboro-Farm Life Elementary (VFL), James W. Smith Elementary (JWS), and Bridgeton Elementary (BES) and approximately 20% of elementary students from Oaks Road Elementary (ORE) to transition to West Craven Middle (WCM) and on to West Craven High (WCH). This high school is the smallest of the three traditional high schools with a population of 974 students.

The central region is more densely populated with two middle schools, H. J. MacDonald Middle (HJM) and Grover C. Fields Middle (GCF). Both feed into New Bern High (NBH), the largest high school in the district with 1,716 students. A. H. Bangert Elementary (AHB), Ben D. Quinn Elementary (BDQ), Trent Park Elementary (TPE), Oaks Road Elementary (ORE), J. T. Barber Elementary (JTB), Brinson Memorial Elementary (BME), and Creekside Elementary (CES) serve the central region.

The eastern region is home to Havelock High School (HHS) with a student body of 1,087. Two middle schools, Havelock Middle and Tucker Creek Middle, feed into Havelock High. Tucker Creek Middle receives students from the attendance district of Arthur W. Edwards Elementary and W. J. Gurganus Elementary. Havelock Elementary, Roger Bell Elementary, and Graham A. Barden Elementary feed into Havelock Middle.

Craven County is proud to be the home of two early colleges, Craven Early College and Early College EAST (Eastern Applied Sciences and Technology), that serve students from the entire district. The early college students apply and are selected by lottery with 50 new students added at each school every year. These students have the opportunity to complete high school with a diploma and an associate's degree. Craven Early College (CEC) is located on the New Bern Campus of Craven Community College and Early College EAST (ECE) is located on the satellite campus of Craven Community College in Havelock. ECE has been identified as the anchor high school for the NC STEM Affinity. Both early colleges are 1:1 digital learning environments with an emphasis on project- and problem-based learning through the sophomore classes, and with some courses in the junior year.

Over the past three years, Craven County Schools has weathered a significant financial storm over the course of the past nine years. The economic downturn has greatly affected the management of our school district with a reduction in state and local funding. Although the state economy appears to be improving, the state budgetary situation remains volatile. The possibility of less state funding combined with increased accountability combined with the maintenance of aging facilities remains a major issue affecting the foreseeable future of CCS. While some districts can rely on local funding to offset some of these expenditures, CCS receive \$489 below the state average per pupil from local government. This negatively impacts both human and material resources to support instruction.

With dwindling local funds, our local government requested the school system maximize the use of its facilities. Over the years, the district has allowed parents to request students attend schools outside of its attendance area. This created situations where some schools were over capacity while others had empty classrooms. During the summer of 2012, the Craven County Board of Education revised their processes for reassignments and most students were returned to their home base schools. This allowed us to gather accurate data about where in the district growth was occurring and where it was stagnant. The data led Craven County Schools to redistricting our attendance areas during the summer of 2015, which addressed overcrowding issues throughout the county.

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

The essence of Craven County Schools is captured in the district's vision statement, "Today's Learners...Tomorrow's Leaders". The vision statement is not a phrase on paper, but a culture within the district. The vision statement drives and supports the mission

Vision:

Today's Learners...Tomorrow's Leaders

Mission:

Craven County Schools, united with families and communities, will rigorously challenge all students to graduate from high school and be globally competitive for post-secondary education, work, and life in the 21st century.

Craven County Schools' vision and mission are based upon a set of identified core values which guide district decision making. The core values permeate throughout Craven County Schools. The core values are:

Visionary Leadership

Student-Centered Education

Organizational Learning and Personal Agility

Valuing People

Focus on Success

Managing for Innovation

Management by Fact

Societal Responsibility

Delivering Value and Results

Ethics and Transparency

Craven County Schools' Strategic Plan outlines district priorities for improvement. The strategic plan is aligned to 5 strategic directions are:

Successful Students

Safe and Inviting Learning and Work Environment

21st Century Professionals

School, Family, and Community Connections

Effective and Efficient Operations

Craven County Schools offers several opportunities for students to enhance and further personalize their learning experiences. Students are provided the opportunity through the state's dual enrollment program, College and Career Promise. Career & College Promise (CCP) is North Carolina's dual enrollment program for high school students. This program allows eligible students to enroll in college classes at community colleges and universities through their high school. Students who successfully complete college courses earn college credit they can take with them after graduation. In many cases, students can also earn dual credit - meeting high school graduation requirements with college courses.

Career & College Promise offers students the option to choose from these pathways:

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*College Transfer - Designed for students planning to continue their educational career beyond high school to eventually achieve an Associate's or Bachelor's degree at a community college or university.

*Career & Technical Education - Allows students to begin a certification or diploma program in a particular technical field or career area.

*Cooperative Innovative High Schools - North Carolina's early colleges and other innovative schools are small public high schools, usually located on the campus of a university or community college, where students simultaneously work toward completion of both the high school diploma and an associate's degree.

Career & College Promise offers Craven County Schools' students options to pursue educational and career goals of their choice using a rigorous yet supportive structure designed to help them become successful.

Additionally, Craven County Schools provides assistance and resources to support the learning experiences for our students struggling academically and behaviorally. The district utilizes Multi-Tiered System of Supports(MTSS), a support system to help students be successful. Through MTSS, teachers are able to identify student skill weaknesses, provide interventions, and monitor progress on a regular basis. Students are given support within the regular classroom through whole group, small group and one-on-one activities as soon as they show signs of struggling. The MTSS initiative allows teachers and parents to be proactive rather than reactive, and to close gaps in student's learning. District MTSS support personnel assist schools with the monitoring of MTSS plans and providing recommendations for students' growth.

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

Craven County Schools has a celebrated tradition of excellence. Education is valued by the community and supported by the stakeholders. Craven County Schools operates in an environment of continuous improvement, celebrating successes and identifying potential areas for improvement.

Partners in Education (PIE) is a district-based partnership organization with a director located at the Central Services building. A Board of Directors, which includes school personnel and business partners, focuses on not only fundraising, but a strategic process for distributing those funds. PIE has raised a total of \$129,800 for the current school year. The director also assists district personnel in grant writing. Through the collaborative effort, Craven County Schools has been awarded \$1,504,00 in funds to support our students and staff.

Craven County Schools has been awarded a grant in the amount of \$520,000 from the Golden Leaf Foundation to establish an Advanced Manufacturing Pathway at West Craven High School. The grant establishes new courses in Mechatronics and enhances training equipment for currently offered Advanced Manufacturing, Agricultural Mechanics and Welding courses.

Craven County Schools has created a strong relationship with the Department of Defense, home to Cherry Point Marine Corps Air Base. Over the past 5 years we have been awarded 3 Department of Defense Education Activity (DoDEA) grants totaling over 5 million dollars. Each of the grants below focus on student achievement:

Strategies for Success:

Craven County Schools (CCS) will implement a systematic strategy of providing all students with in-class supports through instructing classroom teachers and students in learning strategies that improve how students acquire, process and retain information. Examples of learning strategies include higher order thinking skills, summarizing, vocabulary in context, advance organizers and graphic organizers, among many others. Research-based learning strategies such as these are grounded in the work of Robert Marzano and others, around which Learning-Focused (www.learningfocused.org) has built a program of professional development. In this project-- titled Strategies for Success--the Learning-Focused organization will conduct a program of professional development with more than 600 K-12 CCS district and school administrators and classroom teachers at 15 project schools where the military-associated enrollment averages almost 35%. More than 3,000 K-12 military-associated students will be directly impacted at the 15 schools. Classroom teachers will incorporate learning strategies in their daily instruction with students, leading to improvements in academic achievement and reduction in achievement gaps. Goals are set for the elementary, middle and high school levels to increase the percentage of military-associated students performing with proficiency--at/above grade level across the major curricular areas of reading, mathematics and science.

Student Success Through Tiered Support:

This grant addresses the implementation of North Carolina's initiative for a Multi-Tiered System of Supports (MTSS). NC MTSS is a multi-tiered framework, which promotes school improvement through engaging, research-based academic and behavioral practices. NC MTSS employs a systems approach using data-driven problem solving to maximize growth for all. "Student Success Through Tiered Support," has two goals for military-dependent students: 1) Increase math achievement through in-class supports and tutoring, and 2) Improve social-emotional well-being through counseling, parent/community engagement, and behavior management. The evidence-based model of Multi-Tiered System of Supports is implemented in 13 military impacted schools.

STEM:

In August of 2011, Craven County Schools was awarded a \$20,000 grant from the Golden Leaf Foundation to implement the first CTE STEM (Science, Technology, Engineering and Math) labs in Eastern North Carolina. The successful implementation of STEM curricula inspired other eastern counties to follow with their own implementations.

As a result of the student engagement and growth in CTE STEM, Craven County Schools was awarded a Department of Defense Education Activity three-year grant that expanded the use of STEM (Science, Technology, Engineering, and Math) labs. This 2.3 million dollar grant funded 8 Elementary Missions Labs, 3 Algebra Readiness Labs, 2 Signature Math Labs, 2 Signature Algebra Labs, and 3 CTE STEM Labs through Pitsco Education. Also funded were 3 STEM Facilitators who help oversee the entire project and provide professional development for staff. These enriched learning environments integrated technology throughout the curriculum allowing students to improve their 21st Century Skills and equipping them with the necessary skills required for success in post-secondary education and the workforce.

The Golden Leaf Foundation is a solid grant partner. Craven County Schools was recently awarded \$520,000 through the Golden LEAF Foundation. This grant funding will allow Career and Technical Education the ability to expand courses within the Advanced Manufacturing program with mechatronics and welding curricula that replicate employer environments. Mechatronics involves the integration of pneumatics, electronics, robotics, programmable logic circuits, and automation.

The courses being implemented will give students the opportunity to learn those higher level skillsets as well as earn industry recognized credentials such as the Certified Production Technician Certification, Siemens Mechatronics Certification, and the Career Readiness Certificate. After completing courses, students will have the opportunity to continue their education through the advanced manufacturing program at Craven Community College, apply for future apprenticeship opportunities in the region, and/or enter into the workforce with industry desired skills.

These initiatives are just the beginning to building a skilled sustainable local talent pool. Partners are constantly in conversation with each other on the next steps to ensure that our manufacturers are well staffed and our county's citizens are employable.

Many partnerships contributed to success of the application process. The STEM East Network, a public/private coalition housed with the NCEast Alliance through an East Carolina University partnership, facilitated member county work sessions resulting in more unified grant applications. STEM East is developing and fostering connections between education efforts and how they connect to developing regional workforce and economy. The support of The Golden LEAF Foundation allows Craven County Schools in association with the STEM East Network to further develop programs designed to support employers; especially manufacturers, health science, value-added agriculture and logistical institutions in the region along with the mission of branding eastern North Carolina as a prime location for the recruitment of new industry based on the availability of a qualified workforce.

Another area of notable achievement in Craven County Schools is the graduation rate. Historically, Craven County Schools has had a graduation rate at or above the state average. Over the last three years the graduation rate of 85.7%, with is within tenths of the state averages at 85.9%. These results can be attributed to multiple factors. These options for high school students have increased the "staying" factor for students. Data indicate that the Craven County Evening Centers at the three traditional high schools, NBH, WCH and HHS have retained and supported students who would have traditionally dropped out. Another element lies in the success of Craven Early College and Early College EAST. The early colleges provide opportunities for students who do not prefer the distraction of the larger setting and need the support and family created in the early college environment. Our Career and Technical Education (CTE) programs also enhance the system. In the 2015-2016 school year, students with a CTE concentration have a 97% graduation rate. These student frequently graduate with more than a diploma. They acquire industry credentials, career endorsements and work based learning experiences.

Craven County Schools is also very proud of our program to "GROW" leaders within our county. GROW stands for "Gain skills, Realize your potential, Optimize impact on others and Work satisfaction." The purpose of this program is to develop leaders for school administration and to enhance the effectiveness of administrators in school based roles. The program is a component of a larger strategic plan of the school district to develop leaders to guide the future direction of the school system. An outside consultant comes in on a monthly basis to conduct these invaluable trainings for the district. This was made possible by the Z. Smith Reynolds Foundation.

Safety is a focus in Craven County Schools with regular meetings with school and community personnel to discuss crisis procedures and updates. These meetings include feedback for safety procedures. lockdown, tornado, and fire drills occur regularly and each school is to report gaps to the staff and correct processes that were not executed appropriately. All schools have been equipped with panic buttons in the front office and all visitors must identify themselves and be let in by the front office staff.

Areas of Improvement

One of the areas in Craven County Schools that needs improvement is our approach to continuous improvement. The district has been deeply rooted in the systems and processes of continuous improvement for many years, but as a result of our numerous changes in leadership at the district and school levels as well as budgetary concerns, limited focus has been on sustaining the professional development linked to the improvement process. The professional development will strengthen and support the "why" and "how" of our journey in an aligned system of continuous improvement. The school system uses the continuous improvement model in the school improvement planning, Learning-Focused lesson planning, engaging various stakeholders, and analyzing data. However, a systematic approach for implementation across all initiatives, processes, and plans are needed.

Although Craven County Schools has shown significant improvement in composite proficiency over the past three years (2013-43.7% to 2016- 59.2%) there is need for improvement. Of our 25 schools, 2 schools have been identified as low performing by NCDPI due to low proficiency and limited growth. As a result, the schools have developed a plan for improvement that specifically addresses the strategies the schools will implement to improve both the School Performance Grade and School Growth designation. These final plans are shared with the public, including parents, guardians, and staff, through the school website, district website and NCDPI website. Craven County Schools recognizes that the limited growth and low proficiency are creating deficiencies for our students in these two schools and widening the gaps between subgroups. The strategies in their School Improvement Plans address these concerns.

Craven County Schools has established and implements processes to recruit, retain, and mentor highly qualified professional and support staff to fulfill assigned roles and responsibilities. All new teachers participate in a three day orientation at the district level and are assigned a mentor for the first three years of teaching. The district has partnered with Partners in Education (PIE) to provide a beginning teacher store where teachers may select classroom resources. Although support is provided, Craven County Schools continues to have difficulty with attracting and retaining highly qualified educators. Currently, over 54 positions (certified and classified) are open. Many of the positions have remained open throughout the entire year.

Another area Craven County Schools is addressing is the digital learning environment. Currently our district has a 1:1 or 2:1 ratio in many of our schools. Although we have two middle schools almost 1:1 or 2:1, we are working to decrease the ratio to all of our middle and high schools. Observations using the eleot tool reveal that students have limited experiences using digital tools / technology to gather, evaluate, solve problems and create original works. We have 4 technology facilitators who are actively working on this through the Substitution, Augmentation, Modification and Redefinition (SAMR) model.

Additional Information

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

Our new superintendent, Dr. Meghan Doyle joined Craven County Schools in August, 2016. She has an extensive background in education and previously was the assistant county manager for Organizational Resources in Onslow County. Dr. Doyle states, "I want the very best for their children and our students. I want to make sure that I understand what's going on with our kindergartners and pre-kindergartners all the way up to our seniors in high school," Dr. Doyle adds, "What they're going through and also that our schools are really providing good educational opportunities for them."

In partnership with Craven Community College, CCS have 2 established Early Colleges. Early College EAST (Eastern Applied Sciences and Technology) High School is located on the Havelock campus of Craven Community College. Students experience an integrated problem-solving curriculum and embedded work experiences through direct partnerships with NAV Air as associated with Cherry Point Marine Corps Air Station. And the Fleet Readiness Center East, NC State University and the Craven Community College Institute of Aeronautical Technology. The Applied Science and Technology emphasis promotes careers in the local community mentored by local engineers and technicians that support the air fleet at Cherry Point. The small autonomous high school setting will promote personalization and family. Students have the opportunity to experience an accelerated curriculum and graduate in the thirteenth year with a high school diploma and an associate's degree or up to two years of college transfer credit.

Craven Early College High School is a non-traditional, innovative high school that serves 214 students from grades 9 through 13. The school pulls from Craven County Schools, local charter and private schools and a few home school students. We have over 90% of our students attend from the West Craven, Grover C. Fields and HJ MacDonald attendance district. The other 10% come from Tucker Creek, Havelock Middle School and private/charter/home school students. We have two Early Colleges in our county, which is unique, and most of the eastern part of the county middle school students attend Early College EAST, a STEM anchor school. This is the 11th year of the school and we opened as the first Early College in 2006. We use a lottery system in collaboration with UNC-Greensboro and SERVE in deciding the group of 50 rising 9th graders that will attend our school. Demographic data is collected and shared with UNC-Greensboro and they send us the names, prioritizing first generation and underrepresented ethnic populations of students that attend college. We currently are approximately 65% first generation students. The school is located on the campus of Craven Community College and a member of the Cooperative Innovative High School Network under the NC Department of Instruction.

Each of the 3 traditional high schools have an Evening Education Center based at each school. These centers provide another option for students who need support to repeat a course or need a schedule other than the traditional daytime schedule. Students receive parallel support through Credit Recovery, Odysseyware, and North Carolina Virtual Public Schools.

Self Assessment

Introduction

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

Purpose and Direction

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

Overall Rating: 2.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	The system has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	<ul style="list-style-type: none"> •District purpose statements - past and present •Survey results •Written District Quality Assurance Review procedures and documents that monitor its schools' adherence to the district purpose and direction •Examples of communications to stakeholders about the district's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the district's purpose and direction •Copy of strategic plan referencing the district purpose and direction and its effectiveness •Additional artifacts are located in Standard 1, Indicator 1.1 folder 	Level 2

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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 outline the expectations for schools regarding a process for review, revision, and communication of a purpose for student success. System personnel occasionally monitor each school and sometimes provide feedback concerning the process to school personnel.	<ul style="list-style-type: none"> •Survey results •Agendas and/or minutes that reference a commitment to the components of the schools' purpose statements •Written District Quality Assurance Review procedures and documents that monitor schools' adherence to the district purpose and direction and that of the school •Examples of school purpose statements if different from the district purpose statement •Examples of written stakeholder communications or marketing materials that portray the school purpose and direction •Additional artifacts are located in Standard 1, Indicator 1.2 folder 	Level 1

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 sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. System leadership maintains high expectations for professional practice.	<ul style="list-style-type: none"> •Communication plan and artifacts that show two-way communication to staff and stakeholders about educational programs and equitable learning experiences •District Quality Assurance Review plans that document two-way communication on district and school effectiveness and learning, thinking, and life skills •Examples of schools' continuous improvement plans •Survey results •The district strategic plan •Additional artifacts are located in Standard 1, Indicator 1.3 folder 	Level 2

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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">•Examples of schools continuous improvement plans•District Quality Assurance Review plans that document two-way communication on district and school effectiveness and learning, thinking, and life skills•Survey results•The district data profile•The district strategic plan•Additional artifacts are located in Standard 1, Indicator 1.4 folder	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.

Areas of Strength & Actions Implemented to Sustain

1.1

Craven County Schools strives to instill a complete and comprehensive review of student success as it relates to the Mission and Vision set forth by the Board of Education. There is a systematic approach to include the Vision and Mission on every district document as evidenced in the CCS Mission Vision. The Vision of Craven County Schools reads "Today's Learners...Tomorrow's Leaders." The Mission reads "Craven County Schools, united with families and communities, will rigorously challenge all students to graduate from high school and be globally competitive for post-secondary education, work, and life in the 21st century." The Craven Board of Education first introduced and approved the Vision and Mission on April 23, 2013 as evidenced in April23,2013_CCSBOEMeetingMinutes. With the newly approved Vision and Mission, a new Craven County Schools logo was shared with all stakeholders. As a result of the new concept, a press release was created to promote the change and later received the award, Blue Ribbon 13. The complete educational experience for students, parents, staff, and the community is driven by the purpose of the district Vision and Mission and is noted in the parent survey results. Parents communicate an overwhelming approval rating for Craven County Schools as noted in CCS_Parent_Survey_2015-16.

To sustain Craven County's Vision and Mission, a formalized process must take place on a consistent basis to align school level statements and include all stakeholders. It is the intent of the Board of Education and District Cabinet for all stakeholders to take part in future revisions of the Purpose, Vision, and Mission. Most recently, the Board of Education at its February 2017 meeting, in a review of the core values of the system updated them to reflect the changing expectations of our workforce, our organization, and students.

1.4

One of the true strengths of Craven County Schools is data analysis. Personnel maintain a profile with current and comprehensive data on

student, school and system performance as demonstrated in 2016-17_Midyear_Performance_Data. All improvement goals have measurable performance targets and are consistently reviewed and analyzed for continuous improvement. The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving all improvement goals.

Craven_CTE_LPS_AdvancEd - Technical Attainment, Secondary Completion, Secondary Placement, and Strategies for Improvement is an example of one report out for one of Craven's successful programs.

District leaders hold all personnel accountable to include evaluation of the overall quality of the implementation of interventions and strategies. This accountability is managed through the District Strategic Plan, School Improvement Plans, Data Analysis, Professional Development, Learning-Focused, MTSS, Individual Education Plans (IEP), Testing Procedures/Policies and more. The process is reviewed and evaluated regularly and consistently through multiple avenues including: Craven County School Board of Education, District Cabinet, End of Month Principal's Meetings, Instructional Service Division monthly meetings, School Improvement Plan Meetings, District and School PLC Meetings, School Faculty Meetings, and CTE Local Planning System. High expectations for professional practice and continuous improved student learning are disseminated through Professional Learning Communities (PLC) as evidenced in the FebruaryMiddleLiteracyPLCAgenda. To sustain the consistent data analysis review focused on improved student learning, the Board of Education and District Cabinet will revisit the balanced scorecard to ensure all levels are informed. Additionally, a focus on the appropriate protocols of PLCs will provide the training needed for our staff. Effective implementation of the PLCs using comprehensive data will support student learning.

Craven County Schools takes pride in all levels of leadership as implementation of a continuous improvement process provides clear direction for improving conditions that support student learning. Continuous improvement processes and high expectations for professional practices are evidenced in the district level, 5 Year Strategic_Plan_CCS_5-15-13 to the school level as evidenced in HJM SIP Sample A2.04 which, in turn, directly guides specific program areas through Professional Learning Communities (PLC) HMS_Grade8_PLC. Checks and balances are reflected systematically to improve this method as evidenced in the AssurancePage2016 and CCS_Survey_Sample_2015-2016. District staff are identified as School Improvement Coaches to establish the connection of support for continuous improvement between the district and school level as noted in School_Improvement_Plan_Coaches-NCStar. To sustain the continuous improvement process, the district will work toward breaking down the barriers that have limited all stakeholder groups to collaboratively, consistently, and systematically build and sustain ownership of the system purpose and direction. Through the continuous improvement planning framework, a new emphasis will include the building blocks of the district purpose and direction in order to inflect ownership among all stakeholders.

System leadership and staff share high expectations for professional practice through the newly implemented Learning-Focused Framework. This framework was adopted due to the declining connection to continuous improvement within the development of learning plans as well as a renewed commitment at the district and school levels to instructional practices that included student engagement focused on knowledge and skill application. District Administration, the Instructional Service Division, and Principals were became trainers to provide support for district wide initiative. The LFL_Quality_Checklist encourages school level teams to peer review as plans as an element of continuously improving the delivery for improved student success. Craven County Schools is committed to continuously review the district and school implementation plans of the Learning-Focused Framework and make adjustments aligned to the staff and students needs.

Areas in Need of Improvement & Plans for Improvement

1.2

The element of student success is a major priority for Craven County Schools. Successful students are a result of explicit planning, dedicated implementation, truthful reflection, and utmost sustainability. Although there is success, some of our students in Craven County are not accepting the challenge of courses, programs, and activities that ensure personalized success. Craven County Schools will communicate more effectively with personnel their individual roles to promote, encourage, and challenge our students focused on success.

There is clearly a shortfall with the communication of the systematic, inclusive and comprehensive processes between the district and school levels to review, revise, and clearly outline a communication plan of student success aligned to the school purpose. Individual schools are directed by the district to develop their own Vision and Mission Statements, but not consistently required to align the school level statements to the district. H.J. MacDonald Middle School is a pioneer in Craven County Schools for developing a systematic, inclusive, and comprehensive process to communicate student success through their Vision and Mission. This will serve as a model for the district to develop a plan to launch a plan for communication.

Each month, the Board of Education publishes "Board Highlights" to celebrate student success from all levels of the district. Additionally, the local media works well with district staff to highlight student success in weekly highlights in the Wednesday edition. Another great example is "Making The Grade," a publication that is inserted into the local newspaper. All of the schools display and communicate each school's purpose, vision, and mission on websites and documents. Since there is currently no communication plan in place regarding district and school alignment, a starting benchmark will be the Board of Education Policies that target student success. With all the digital tools and print materials available, Craven County Schools will develop a documented plan aligned to system policies and take ownership of celebrating student success to current and future stakeholders.

1.3

The culture of thinking and learning in Craven County Schools is a collaborative effort between the community, students, parents, teachers, administrators, and district staff. Life skills are developed through careful and meaningful planning that include all aspects of learning. Educational programs such as Teen CARE TCM, extracurricular activities, clubs CCS_Website_Screenshot-1, sports Sun Journal Partnership, Business Partnerships and more contribute to the teaching and learning environment. Challenging educational programs and equitable learning experiences are implemented so that students achieve learning, thinking and life skills necessary for success. Career and Technical Student Organizations (CTSOs) are great avenues to authentic learning through experience and life skills relevant to real-world situations. Middle school and high school students train and compete in leadership and skill events modeled from actual career scenarios 2016_CTSO_Leadership_Conference_Agenda. Through these CTSOs, Local, Regional, State, and National Winners indicate a commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills. The Workforce Innovation and Opportunity Act enables students to experience work-based learning and community service WIOA-2. This is a pinnacle achievement in student engagement since it evolves from the knowledge and skills learned in the classroom. This outcome of student engagement should be a model throughout the rest of the district to transform the traditional classroom into a community that truly applies the knowledge and skills to real-world applications. Craven County Schools recognize the need to increase the business partnerships to continuously expand the educational programs to meet the ever changing needs of our students. To do so, it is essential to provide professional development to equip our educators with the skills needed for our students interested in post-secondary education, military, and/or workforce.

Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. Although this practice is not clearly evident in all aspect of documentation and decision making, one example is displayed in the Creekside Elementary School Improvement Plan, Indicator B1.03. Through the leadership team, the shared values are regularly reflected in communication among leaders and staff. Since there is apparent room for improvement at the district level, potential policies are being discussed to include a commitment that reflects shared beliefs of teaching and learning in all documentation and decision making. Craven County Schools is making strides to improve the process of documenting teaching and learning as evidence through stakeholder surveys. This data will be evaluated to enhance the values of teaching and learning throughout the district CCS_Survey_Sample_2015-2016.

Governance and Leadership

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

Overall Rating: 2.33

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 generally support the system's purpose and direction and the effective operation of the system and its schools. Most 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 staff. Policies and practices provide requirements and oversight of fiscal management.	<ul style="list-style-type: none"> •Professional development plans •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •District operations manuals •Communications to stakeholder about policy revisions •School handbooks •Additional artifacts are located in Standard 2, Indicator 2.1 folder 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body 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. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of effective system operation and student learning.	<ul style="list-style-type: none"> •Governing authority minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Proof of legal counsel •Governing authority training plan •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies •Historical compliance data •Governing authority policies on roles and responsibilities, conflict of interest •Governing code of ethics •Additional artifacts are located in Standard 2, Indicator 2.2 folder 	Level 4

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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 generally 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 usually maintains a distinction between its roles and responsibilities and those of system and school leadership.	<ul style="list-style-type: none"> •District strategic plan •Examples of school improvement plans •Roles and responsibilities of school leadership •Roles and responsibilities of district leadership •Social media •Agendas and minutes of meetings •Additional artifacts are located in Standard 2, Indicator 2.3 folder 	Level 2

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.	Most leaders and staff within the system make some decisions and take some actions toward continuous improvement. They expect all personnel and students to be held to standards. Leaders and staff express a desire for collective accountability for maintaining the conditions that support student learning. Leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.	<ul style="list-style-type: none"> •Examples of decisions aligned with the district's strategic plan •Professional development offerings and plans •Examples of collaboration and shared leadership •Examples of decisions aligned with the school's purpose statement •Survey results •Examples of decisions in support of the schools' continuous improvement plans •Examples of improvement efforts and innovations in the educational programs •Examples of decisions aligned with the district's purpose and direction •Additional artifacts are located in Standard 2, Indicator 2.4 folder 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. System and school leaders' efforts result in some stakeholder participation and engagement in the system and its schools.	<ul style="list-style-type: none">•Minutes from meetings with stakeholders•Examples of stakeholder input or feedback resulting in district action•Survey responses•Involvement of stakeholders in a school improvement plan•Involvement of stakeholders in district strategic plan•Additional artifacts are located in Standard 2, Indicator 2.5 folder	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	The criteria and processes of supervision and evaluation include references to system-wide professional practices and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice throughout the system and student success noted•Additional artifacts are located in Standard 2, Indicator 2.6 folder	Level 2

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

Areas of Strength & Actions Implemented to Sustain

2.1

Craven County Schools Board of Education, Superintendent, and cabinet members are currently two years into a policy revision process with the North Carolina School Boards Association (NCSBA). This has provided the opportunity for the Board and District leadership to systematically review all Board of Education policies. The board's policies and processes support the system's purpose and direction. This includes documented processes for taking complaints and concerns from stakeholders (and reporting trends in those complaints and concerns to the Board), filling a vacancy in a Board of Education seat, and goal work related to policy and organizational results of the system. Policy 1610/7800 Professional and Staff Development prescribes the philosophy of the Board and the direction of the Board related to professional development to prepare staff for their roles and providing professional development throughout the career of licensed professional and support staff. Because the system has not completed its review of policies, there is still some work to be done and

practices to be put in place to ensure that there are equitable and challenging learning experiences for all.

There are several policies related to the fiscal management of the school system. Policy Series 8000 includes six newly revised policies related to the financial health of the school system. In addition, there are 12 existing policies related to fiscal management. These policies, however, are as old as 2007. The system has finance professional dedicated to provide audits of local school accounts.

2.2

The Craven County Board of Education operates responsibly and functions effectively. The Craven County Board of Education has a long history of organizational systems improvement modeled after the Baldrige Criteria. This organizational management system, its core values, and systems perspective have guided the Board in continuous learning. The Board of Education has been recognized regularly by the North Carolina School Boards Association (NCSBA) for the amount of continuing education that each board member earns annually. Primary among the continuing education that the Board pursues is the mandatory ethics training. Every Board Member, upon election is required to take the ethics course and each member complies with that requirement. In addition, the Board engages in regular retreats where ethics is a topic of discussion and reflection for the Board. The Board has a procedures manual that cites policies specific to the Board, outlines key processes, and identifies key check points to review and assess for improvement. In 2016, the Board of Education revised two key policies related to professional development for the Board to ensure that 1) all new Board of Education members take New Board Member training with the North Carolina School Boards Association and 2) that in an election year where more than two new members are elected, the Board will take School Board 101 as a full Board. The Board is also working with the newly appointed Superintendent to strengthen the Board's procedures manual as well as the system's commitment to Continuous Systems Improvement.

The Craven County Board of Education was awarded in 2016 for being a Gold Award winner by the North Carolina School Boards Association indicating that each member of the Board received more than 12 hours of continuing education credits. This has occurred for the last several years. In 2016-2017, the District engaged in a difficult budget process because of the significant cuts to education in North Carolina over the previous few years. During that budget adoption, the Board decided to reduce their professional development allotment all together. However, the Board continued to take courses, using personal money to participate in training courses online from their homes in lieu of attending conferences requiring travel and higher registration costs. In addition to training provided by NCSBA, the Board of Education regularly engages in retreats designed to improve their knowledge and understanding of current legislation, new initiatives, and to review the organization with executive staff. Finally, in 2016, upon the election of a new member to the Craven County Board of Education, the Superintendent conducted an orientation for that Board Member and invited the other six members to attend. All members attended and received the orientation, receiving updates on each key division in the organization. The Board has demonstrated its commitment to training and continuing education. The Board has provided direction to the Superintendent to reinstate funding for training and continuing education for the Board in the 2017-2018 school year.

All Board members comply with all policies and function as a cohesive unit for the benefit of effective system operation. The Board employs and regularly consults with an attorney. The Board's attorney attends all Board of Education work sessions and is available to the staff for consultation and compliance with laws and policies. In addition, for personnel issues, staff has access to counsel with expertise in North Carolina public education statutes related to teachers and at-will employees in the school system. Finally legal counsel with expertise in special education laws and compliance is also available to staff for consultation and to the Board to assist in legal defense when applicable. The Board has directed the Superintendent to review legal fees and services to ensure that the most effective and efficient resources are being utilized by staff and the Board related to legal and policy compliance. The Board also subscribes to the NCSBA policy service that provides regular updates to the executive staff related to changes in legislation which require policy changes.

Areas in Need of Improvement & Plans for Improvement

2.3

The Board of Education conducts annual surveys with key stakeholders related to perceptions of the Board and its role. These surveys indicate high levels of satisfaction with the Board. However, the lowest scores for the Board in its most recent survey (2015-2016) are in the following areas:

- 81%: The Board makes decisions to support the district priorities and not individual Board member agendas.
- 88%: The Board Supports the Superintendent and district in using a systems approach to continuous improvement to improve departments, schools and classrooms
- 86%: Board Members use the district process and chain of command to resolve problems and complaints.
- 84%: The Board demonstrates fiscal responsibility in the management of the budget.

General Statute in North Carolina prescribes specific roles and responsibilities to the Board of Education which include setting policy, hiring the superintendent, and employment of personnel to name some key responsibilities. The Board of Education has a complaint process that is currently under review and conducts goal work that is aligned with the District's Strategic Plan and the Superintendent's goals. Board of Education Policy 2210 prescribes the duties of the Board of Education, Chairman, Vice-Chairman, and Secretary to the Board. Policy 7420 reflects the Board's requirements and transparency as related to the contract for employment of the Superintendent. Policy 7422 reflects the Board's requirements for the contract for Associate/Assistant/Deputy Superintendents, as recommended by the Superintendent. Finally, policy 7805 establishes the requirements for evaluating the Superintendent. The Board of Education has recently undergone a transition with a new Superintendent. As a result, processes that the Board had in place related to decision making, complaints/concerns, and several other processes have been under analysis and review which is the greatest reason for the rating. The Superintendent and Board governance team continue to work on strengthening the strategic plan with the express purpose of making the goals of the Board explicit and to prescribe the work of staff to achieve those goals.

2.4

The District has a strategic plan which was introduced in 2013. This plan has generally guided the work of the district's leaders. However, the process to align individual school improvement plans with the district's plan has become more of a focus in the last 12 months. From the summer of 2016 through the fall, schools created strategic plans using the North Carolina Department of Public Instruction strategic planning tool, NCStar. Plans created at each school were based on a school profile and review of data and aligned with the district's plan and voted on in compliance with North Carolina General Statute. Finally, each plan was presented to the Board of education and approved at meetings on November 22nd and 23rd of 2016. The lack of consistent alignment over the last several years in the district's plan and individual school plans has created inconsistency in expectations for students in all courses of study. Although all leaders desire to be accountable, there have been few processes to demonstrate accountability for student performance through communicating results at regular intervals throughout the school year to key stakeholders of individual schools and the district. Craven County Schools had a past practice of conducting organizational reviews of student and staff performance results quarterly. This is a practice being restarted through the systems improvement process. Currently Craven County Schools has two schools that have been labeled as low performing. This is an improvement over the last year where three schools shared that designation. Professional development funds have been limited in the last several years due to budget constraints and it has affected indicators of professional satisfaction as well as student performance (see NC Teacher Working Conditions Survey Results). Although professional development has been provided, it has been linked solely to district initiatives, not always aligned to the district's plan, and has not been based on professional evaluation data or student achievement data. In particular, content area professional development has been lacking in the last several years. The District is refining the strategic plan strategies, processes, and measurable objectives to align the work of the district. This process will then inform the professional development plan and budget development.

2.5

Craven County Schools has a very active social media presence where a significant numbers of stakeholders learn about the good work of the district and receive news about the district. Craven County Schools annually conducts surveys of stakeholder satisfaction with district

processes. The Board of Education engages in spotlights at each school at least one time annually where feedback is solicited from teachers and questions are answered about district processes from staff and the Board. Surveys are currently the biggest source of feedback to the system. The school improvement planning process requires the election of parents to serve on the school improvement teams at each school and assurances have been signed to reflect compliance with that requirement at each school. Engagement is an area of significant need from all levels of the organization from teachers, to students and parents. This school year Central Office Cabinet has begun soliciting feedback from teachers and principals related to the policy revision process in which the district is engaging. The Superintendent has solicited feedback from principals and all staff about preferences and priorities for the budget. During the 2016-2017 budget development process, the Board conducted significant amounts of work sessions, listening sessions, and town hall meetings to both detail the challenges of the budget and solicit feedback for the development process.

2.6

Professional evaluations are conducted of all licensed staff. These evaluations are aligned to the professional standards for each educator classification. Evaluations for licensed staff members are conducted systematically. However, some divisions of support staff do not receive regular evaluations and are not aligned to professional learning or improvement of professional practice. District curriculum and human resources leaders began a process of reviewing the evaluation data of the district and connecting those results to student performance results at the district level and at the school level. This is a process that will continue during leadership meetings with principals and will be included in the organizational reviews with the Board of Education.

Teaching and Assessing for Learning

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

Overall Rating: 2.42

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"> • Learning expectations for different courses and programs • Course, program, or school schedules • Student work across courses or programs • Course or program descriptions • Survey results • Lesson plans • Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices • Posted learning objectives • Enrollment patterns for various courses and programs • Descriptions of instructional techniques • Additional artifacts are located in Standard 3, Indicator 3.1 folder 	Level 3

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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.	System personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the goals for achievement and instruction and statements of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the system's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none">•Curriculum guides•A description of the systematic review process for curriculum, instruction, and assessment•Common assessments•Standards-based report cards•Surveys results•Program descriptions•Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices•Products – scope and sequence, curriculum maps•Lesson plans aligned to the curriculum•Additional artifacts are located in Standard 3, Indicator 3.2 folder	Level 2

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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 in most schools sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Authentic assessments•Examples of teacher use of technology as an instructional resource•Examples of student use of technology as a learning tool•Student work demonstrating the application of knowledge•Surveys results•Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs•Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices•Interdisciplinary projects•Additional artifacts are located in Standard 3, Indicator 3.3 folder	Level 2

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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"> •Curriculum maps •Supervision and evaluation procedures •Documentation of collection of lesson plans, grade books, or other data record systems •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Surveys results •Administrative classroom observation protocols and logs •Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices, and student success •Additional artifacts are located in Standard 3, Indicator 3.4 folder 	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.	Some system staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels, content areas, and other system divisions. Staff members promote 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 sometimes occur among system personnel. System personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Professional development funding to promote professional learning communities •Peer coaching guidelines and procedures •Additional artifacts are located in Standard 3, Indicator 3.5 folder 	Level 2

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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.	Most teachers in the system use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning •Additional artifacts are located in Standard 3, Indicator 3.6 folder 	Level 2

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"> •Survey results •Descriptions and schedules of mentoring, coaching, and induction programs with references to district and school beliefs and values about teaching and learning •Records of meetings and informal feedback sessions •Professional learning calendar with activities for instructional support of new staff •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •Additional artifacts are located in Standard 3, Indicator 3.8 folder 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. System and school personnel regularly inform families of their children's learning process.	<ul style="list-style-type: none"> •Performance-based report cards •Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Samples of exemplars used to guide and inform student learning •Additional artifacts are located in Standard 3, Indicator 3.8 folder 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	Most school personnel participate in a structure designed by the system that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Curriculum and activities of structures for adults advocating on behalf of students •Survey results •List of students matched to adults who advocate on their behalf •Master schedule with time for formalized structure •Additional artifacts are located in Standard 3, Indicator 3.9 folder 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers across the system use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented in most or all schools across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none"> •Survey results •Sample communications to stakeholders about grading and reporting •Sample report cards for each program or grade level and for all courses and programs •Policies, processes, and procedures on grading and reporting •Additional artifacts are located in Standard 3, Indicator 3.10 folder 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the system's purpose and direction. Professional development is based on needs of the system. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none"> •Evaluation tools for professional learning •Survey results •District professional development plan involving the district and all schools •Brief explanation of alignment between professional learning and identified needs •Additional artifacts are located in Standard 3, Indicator 3.11 folder 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	System and school personnel use data to identify unique learning needs of 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 learning support services to all students.	<ul style="list-style-type: none"> •Schedules, lesson plans, or example student learning plans showing the implementation of learning support services •Survey results •List of learning support services and student population served by such services •Additional artifacts are located in Standard 3, Indicator 3.12 folder 	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.

Areas of Strength / Actions to Sustain

3.1

Craven County Schools strives to provide equitable and challenging learning experiences. In the 2015-2016 school year, the district began the implementation of Learning Focused as an instructional planning framework. Learning Focused purpose is to increase instructional effectiveness and accelerate learning for all students. Learning Focused Instructional Planning Framework is a three-part process. The district began by introducing the lesson plan template and provided training on how to plan using standard driven, backwards planning. The ultimate goal is for teachers to write powerful plans that focus on research based and evidence based instructional practices. The second step was to include HOT (Higher Order Thinking) to increase rigor. In step three, teachers are learning to accelerate learning for all students by expanding their knowledge and skills of the framework. Curriculum and learning opportunities are documented in well-developed Learning Focused lesson plans, including essential question, "Students will know...", "Students will be able to" statements. These elements are also posted in the classroom to invite students into the learning process and allow them to take ownership for their learning outcomes. Each standard is taught through scaffolding to effectively reach all students and create a natural progression of understanding to better prepare students for the next grade level. Teachers at each grade level and subject area have common expectations for student learning. Lessons are differentiated for students to be successful. The Learning Focused framework has been implemented at all grade levels and support is provided through ongoing professional development through district and school level initiatives. District support is also provided by two full time coordinators that facilitate on site trainings, modeling, observing and providing meaningful feedback. Teachers at all levels use benchmark, common assessments / assignments and informal assessments to gauge student understanding as well as adjust instruction to better meet the needs of all students.

The district supports AVID (Advancement Via Individual Determination) for students beginning their Freshman year of high school. The program's purpose is to nurture students with the potential to do college work and to prepare them for attending college after graduation.

Across the district, the Career and Technical Education (CTE) provides students access to computer and digital learning. The CTE program also includes STEM (Science, Technology, Engineering, and Math) labs in school throughout the district. The curriculum for this program is designed to support and enhance math and science classes in all grades through the use of technology, the scientific process, and the engineering design process, language arts classes through research and writing, teach the students 21st Century skills, and to prepare the students to enter the workforce or higher education.

3.4

District leaders and school level administrators monitor and support the improvement of instructional practices of teachers to ensure student success. Administration actively participates in Professional Learning Communities (PLCs) with their staff on a regular basis. Where lesson plans and student data are monitor. In the district, the importance of collaboration and data analysis is key to improving student success. District wide observations known as 5x5s, provide data to both school administration and district leadership to guide decision making concerning professional development in the deployment and sustainability of the Learning Focused framework. The Learning Focused framework provides teachers with a lesson plan template that is the foundation for improving instructional practices and producing purposeful lessons. The district maintains an Instructional Toolbox on the district website that houses a wealth of valuable resources to support instruction. School administration regularly conducts walkthroughs, both formal, and informal observations. Feedback is provided in a timely manner in the spirit of helping a teacher grow professionally. Administrators throughout the district schedule teachers for peer observations and encourage all teachers to share best practices. Administrators in the district are encouraged to visit other sites to observe and learn best practices as well. MTSS (Multi-Tiered System of Supports) is a framework for total school improvement and is currently being deployed in the district. The elementary schools have been working within this framework for two years. Middle School began their implementation this school year and the high schools will begin deployment in 2017-2018. Teachers have completed their core analysis to assess their instructional practices, their materials, their learning environment and the time that they engage in instruction. The goal is for teachers to

determine if there are gaps in their instruction or a need of resources, etc. At the elementary level, teachers are fully engaged in progress monitoring and using student data to make informed instructional decisions. The district has two full time MTSS coordinators that assist schools as they begin their implementation and move towards sustaining the MTSS model in the district.

3.7

The mentoring of new teachers is a priority in the district. Schools have programs to pair a new teacher with a more experienced teacher that exemplifies the qualities of an accomplished teaching professional (Buddy Teacher). Buddy teachers provide answers to process and procedure questions, strategies for class management, instructional strategies, and emotional support and encouragement. Buddy teachers also observe and provide constructive feedback and suggestions to improve instruction. Throughout the district, beginning teachers meet monthly with an administrator for PD opportunities or to provide a time for beginning teachers to reflect on their experiences, share their concerns or frustrations and their celebrations. Staff members have the opportunity to informally observe their peers throughout the year to learn new strategies and how to implement new instructional practices in the classroom. Our district also provides beginning teacher orientation and four district mentors that provide needed support for beginning teachers throughout the district. These mentors are dedicated to meeting with beginning teachers weekly or as needed. The district also has a Beginning Teacher store, that provides needed supplies and resources. These materials are funded through grants received by Partners In Education, a nonprofit organization that supports Craven County Schools.

3.8

Craven County Schools encourages positive parent involvement and communication on a regular and ongoing basis. The district sets orientation dates for parent to meet their child's teacher and to learn more about the curriculum and school's expectations. Teachers create and maintain professional websites to share class expectations, instructional practices, assignments, due dates, and other relevant information pertaining to their class. Teachers routinely update their PowerSchool gradebook and keep accurate attendance. Progress reports go home on a set schedule determined by district. Report cards are distributed each nine weeks at the secondary levels and every 12 weeks at the elementary level as determined by district policy. Schools also communicate with a weekly message or important information as needed via email or Instant Alert System (phone call). Teachers are encouraged to communicate via email, text, and phone calls in a timely manner. Schools present student work through open houses, Battle of the Books, Quiz Bowl, chorus and band concerts, dance performances and athletics. Several schools have been adopted by military units from Air Station Cherry Point as well as area churches. These organizations assist with tutoring and proctoring test administrations.

3.12

Craven County Schools are currently deploying the MTSS framework to promote total school improvement with an emphasis on student achievement. The elementary schools are in their second year of MTSS. Teachers are using m-Class Reading 3D data to determine student needs with reading skills, fluency, and comprehension. Teachers use student progress monitoring data to identify weaknesses and plan for needed interventions. In 2016-2017, the district began using AimswebPlus for a math screener and progress monitoring tool for elementary and a reading and math tool for the middle and high EC population. The deployment of MTSS at the middle school level began this school year. Teachers have participated in an overview, core analysis, and are currently making decisions on data points to begin problem solving as a means of improving instruction and providing necessary interventions. Schools have a scheduled remediation / enrichment times. This time, 30 to 45 minutes, is dedicated to providing additional support or enrichment to all students. Schools may also have reading and math remediation based on classroom performance, there are fourteen elementary schools that are Title 1 have Title 1 teachers that provide additional core support. Tutoring is also encouraged and supported throughout the district.

In addition, special attention is given to our English As A Second Language (ESL) students. The district's ESL teachers test students with ACCESS to determine the level of services needed. ESL instruction varies depending on students' current level of reading proficiency and grade level. The district also has an A.I.G. plan written by district AIG teachers with input from administration and parents. This plan has

been approved at the state level. This plan opens the door for co teaching with the core teachers to promote rigorous and challenging assignments and enrichment.

Areas of Need / Plans for Improvement

3.2

In the district, core teachers are encouraged to actively participate in school level goal teams to monitor data, adjust curriculum and share instructional practices. There is some evidence of vertical and horizontal alignment, but more work needs to be done in this area to be truly align across grade levels and schools. Through the MTSS framework, teachers at the elementary and middle school levels have complete a core analysis focusing on their instructional strategies, their material and resources, and the environment in which they teach. This process helps teachers to discover gaps in their instruction or a need for additional resources, time, or training.

3.3

Most Teachers use research based strategies and intervention to address students' learning needs; however, there is room to improve in the areas of integrating content and skills with other disciplines and the use of technologies as instructional resources and learning tools. Our district has created a new Digital Learning Plan to better prepare teachers for the N.C. Digital Competencies that will go into effect in July 2017. The district has four technology facilitators that have been proactive by providing training to give our teachers a head start incorporating these competencies in their classroom. Lesson plans and instruction reflects the use of collaboration / learning partners, self-assessment and reflection, and incorporates higher order questioning to encourage students to become critical thinkers and problem solvers, but again, this is not consistent across the district. Teachers in most schools sometimes use both discovery learning and explicit instruction to meet the different needs of students in a learning environment that fosters high expectations for all. These areas of concern are being met every day through ongoing support and PD in both Learning Focused and MTSS.

3.5

Some of our core teachers actively participate in school level goal teams to monitor data, adjust curriculum and instructional practices. Core teachers throughout the district meet weekly, both formally and informally, in their respective PLCs to analyze data from benchmarks or common assessments. They collaboratively write and develop learning focused lesson plans that are aligned to their curriculum and state standards. With the deployment of MTSS at the Middle School level, teachers will continue to use their Core Analysis and the Problem Solving model to adjust instruction to meet the academic challenges of their students and provide needed supplemental instruction as indicated by their data. It is an expectation of Craven County Schools for teachers to meet weekly in their respective PLCs to analyze data from benchmarks or common assessments and create Learning Focused lesson plans that are aligned to their curriculum and state standards. Unfortunately, the practice is inconsistent and many PLCs lack effectiveness. Through MTSS, a survey on collaboration is currently being given. Results will be used to determine next steps in strengthening PLCs throughout the district. PD opportunities on how to create and maintain effective professional learning communities will be available and staff will be encouraged to participate, set expectations and develop agendas to guide collaboration within their PLCs.

3.6

Based on the beginning stages of Learning Focused Training, It is expected that all teachers use an instructional process based on the Learning Focused framework that informs and includes students in their own learning. This process is reflected in their lesson plans and expected to be posted in the classroom. Lesson plans share a common progression: an activating strategy, key vocabulary, learning activities, assessment prompts, and summarizing strategies. It is also an expectations that teachers will purposely create higher order thinking questions to assess student understanding at a higher level and to promote critical thinking. It is the expectation that a daily agenda be posted, including the essential question, standards, and student learning objectives (Students will know and Students will be able to statements.) Teachers may include multiple measures, such as formative assessments, to inform the ongoing modification of instruction and

provide students with feedback about their learning. We believe this framework will align all teachers in our district's instructional process.

3.9

Students are a priority to the employees of Craven County Schools. Each school has at least one guidance counselor who promotes the wellbeing of all students. The counselor keeps the administrators informed of students who need additional support in areas such as financial needs, medical needs, and social/emotional needs. Most school personnel participates in a structure designed within the school that gives them interaction with individual students, allowing them to build relationships over time with the student. Some schools have a mentoring program that focuses on students who have been retained, have attendance issues, behavior, or at-risk due to failing a class. Teachers select at-risk students to act as an advocate for that child and help support that child's academic, emotional, life skill needs. Some schools have groups that focus on sub-groups that might need special attention, such as a group for white females with low self-esteem. Girls on the Run programs are available at many schools, as well as, programs for our military children. Every school in the district has a HOST (Helping Our Students Transition) team that assist new students as they navigate a new school environment. There is also a newly created program, PPF (Project Positive Focus), builds positive relationships with middle school students and the New Bern Police Dept. While schools have a variety of programs to support their students, a system that designs and evaluates the structures is not in place at the district level, a more defined method is needed.

3.10

An area of improvement for the district is working towards developing standardized grading practices. Some grading policies are clearly defined by district policies, including grading scale and homework policies. Parents and students are made aware of policies through the county handbook, school handbooks, teacher websites, and orientation letters. Teachers use common grading and reporting procedures established at individual school sites. Based on school administrative directives, grades may be weighted the same per subject and/or across grade levels. It is clear that grading practices vary throughout the district.

3.11

All staff members participate in district professional development (PD) for Learning Focused Lesson Planning, H.O.T.S (Higher Order Thinking), and MTSS training. This professional development is held on district staff development days, after school, summer months, staff meeting and weekly PLCs. Each school cabinet determines staff needs based on observations, needs assessment instruments, surveys, teacher evaluation results, and student data. All chosen professional development is research-based and evaluated for effectiveness. School leaders communicate PD opportunities regularly to all staff. As an area for improvement, we need to implement a plan to regularly evaluate how effective the PD is in terms of implementation in the classroom. Measuring the fidelity through the impact of the PD on student achievement is one area our district is making a future priority. While this happens in some schools, we want an aligned process for checking the fidelity of all PD and the impact trainings make on student achievement data.

Resources and Support Systems

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

Overall Rating: 2.5

Indicator	Statement or Question	Response	Evidence	Rating
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	Policies, processes, and procedures ensure that system and school leaders have access to, hire, place, and retain qualified professional support staff. System and school leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement throughout the district. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the system, individual schools, and educational programs.	<ul style="list-style-type: none"> •Survey results •District budgets or financial plans for the last three years •District quality assurance procedures for monitoring qualified staff across all schools •Assessments of staffing needs •Documentation of highly qualified staff •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff for the district and schools •Additional artifacts are located in Standard 4, Indicator 4.1 folder 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is protected in policy and practice. System and school leaders work to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and school leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the purpose and direction of the system and its schools.	<ul style="list-style-type: none"> •Examples of school schedules •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •Examples of school calendars •Alignment of district budget with district purpose and direction •Additional artifacts are located in Standard 4, Indicator 4.2 folder 	Level 3

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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"> •District quality control procedures showing the monitoring of compliance with district expectations for school facilities and learning environments •Example systems for school maintenance requests •Survey results •Documentation of compliance with local and state inspections requirements •Policies, handbooks on district and school facilities and learning environments •Example maintenance schedules for schools •School safety committee responsibilities, meeting schedules, and minutes •Example school records of depreciation of equipment •Additional artifacts are located in Standard 4, Indicator 4.3 folder 	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 some policies related to strategic resource management. The system has a long-range strategic planning process. The strategic planning process is reviewed for effectiveness when necessary. Strategic plans are implemented effectively by the governing body and system leaders.	<ul style="list-style-type: none"> •Survey results •Additional artifacts are located in Standard 4, Indicator 4.4 folder 	Level 2

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Craven County Schools

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"> •Survey results •District education delivery model intended for school implementation including media and information resources to support the education program •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Additional artifacts are located in Standard 4, Indicator 4.5 folder 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	The system provides a fully functional technology infrastructure, working equipment, and a technical support staff to meet the teaching, learning, and operational needs of stakeholders. System and school personnel develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.	<ul style="list-style-type: none"> •Brief description of technology or web-based platforms that support the education delivery model •Policies relative to technology use at the district-level and school-level •Survey results •District technology plan and budget to improve technology services and infrastructure for the district-level and school-level •Examples of school-level technology plans and budgets to improve technology services and infrastructure to students and staff •Additional artifacts are located in Standard 4, Indicator 4.6 folder 	Level 2

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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 a process to determine the physical, social, and emotional needs of students and then selects or designs and implements programs to meet the needs of as many students as possible. System and school personnel regularly evaluate programs. Improvement plans related to these programs are sometimes designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Survey results •Schedule of family services, e.g., parent classes, survival skills •Rubrics on developmentally appropriate benchmarks; e.g. early childhood education •Social classes and services, e.g., bullying, character education •List of support services available to students •Additional artifacts are located in Standard 4, Indicator 4.7 folder 	Level 2

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 a process to determine the counseling, assessment, referral, educational, and career planning needs of students and then selects or designs and implements programs to meet the needs of as many students as possible. System and school personnel regularly evaluate programs. Improvement plans related to these programs are sometimes designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process •Additional artifacts are located in Standard 4, Indicator 4.8 folder 	Level 2

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

Areas of Strength / Actions to Sustain

4.1

Craven County Schools seeks to employ qualified professionals and support staff through the development and implementation of district

processes. Funds are established to attend recruitment fairs/summits and provide support activities for teacher retention. Beginning teachers receive support from district mentors and buddy teachers at the school level. Through the use of True North Logic and the North Carolina Teacher Evaluation Instrument to establish high expectations and support of the classroom teachers and staff.

District administration review student numbers at the end of each year to plan for teacher allotment by school to meet grade level requirements. Staffing numbers are revisited at the 20th day of school to determine compliance and address any additional needs. Craven County utilizes the Plan, Do, Study, Act framework of continuous improvement to review, revise, and sustain processes and procedures.

4.2

It is the expectation of Craven County Schools to protect instructional time and allocate resources to all schools to best meet the needs of our students. A district calendar for traditional schools and early colleges is created by a calendar committee consisting of school staff, district administrators, community members, parents, and other stakeholders. Financial resources are allocated to schools based on annual daily membership (ADM) numbers for supplies and materials. Federal and state grants such as Title I and Title III provide additional funding sources to subgroup populations and areas of high needs. Through a local partnership with Partners in Education, grant opportunities are available to school personnel for special projects. As a military connected school system, various grant programs, such as the Department of Defense Education Activities (DoDEA) are available for supplementing our local resources. The school system continues to revisit district priorities to ensure adequate support of our schools.

4.3

Policies and procedures are established in order to maintain a safe and clean school environment for all stakeholders. Each school has a safety plan to address a variety of unsafe situations and emergency structures. All schools are equipped with cameras to monitor outside entrances and school hallways. Monthly safety checks are conducted to maintain safety features such as fire extinguishers and emergency lighting. Fire drills are implemented monthly to ensure familiarity with safety processes in the event of an emergency. The continued tracking of safety and health conditions of facilities will be a priority.

4.5

Our Digital Learning Plan aligns with our district's strategic plan, purpose and direction to increase student achievement in the core areas. We have made substantial progress over the last four years in terms of increasing the number of student devices to provide a 1:1 classroom environment in grades 3-5 and increased use of interactive boards and classroom management systems. The district has outlined their vision for a standardized 21st Century Classroom that includes digital projectors and interactive boards. The technology department and instructional facilitators offer training for faculty and staff on information resources and new technology systems and programs being introduced at the state and district level. Using Google Apps for Education ensures that information is available for everyone at any computing station. The district uses the HomeBase platform, Peachjar, automated calling system, social media, and the district website to convey consistent information to stakeholders in a timely manner. Technology personnel will continue to sustain supports for staff and students throughout the school year.

Areas of Need / Plans for Improvement

4.4

With the appointment of a new superintendent, Craven County Schools is going through many changes. The current district strategic plan is under review to ensure alignment between the system goals and the fidelity of their implementation. In the area of resource management, a 5 year capital plan has been created and updated annually to address facilities maintenance needs and the associated costs. The annual organizational review presented to the Board of Education will serve as an update for board members of potential facility needs.

4.6

The technology infrastructure in Craven County is currently undergoing improvements including new fiber and switches through E-Rate funding. The district Technology Request System provides the technology department with an online help request platform that provides data on district technology needs. Craven County Schools has a Digital Teaching and Learning Leadership Committee composed of technology staff, administrators, and media coordinators which serve to maintain a focus on the Digital Learning Plan and Teacher Competencies. A teacher survey on technology integration has provided data for the committee to help maintain the focus on digital learning initiatives. We will need to continue our efforts at the modernization to strengthen our technology infrastructure.

4.7

In the area of physical needs of students, Craven County Schools offers a wide range of sports opportunities for students starting in grade 7. Physical education is regular curriculum offered at all schools. These opportunities encourage children to be active daily. Nurses coordinate with community partners to provide dental, hearing, and vision screenings. School Nutrition encourages healthy eating in our schools by offering fresh produce through the Fresh Fruit and Vegetables Grant. In addition, they offer a garden bar which exposes students to additional healthy choices.

As for social/emotional needs, the school system employs counselors and social workers to provide services to students. A systematic process is in place for reporting, documenting and investigating allegations of bullying. Through an online reporting system, all stakeholders have the ability to report acts of bullying anonymously.

The implementation of Positive Behavior Interventions and Supports (PBIS) is at various stages in every school. The hiring of a PBIS district coordinator will strengthen the implementation of the system-wide process for providing behavior supports.

The decline of funding to support the personnel and programing needs is the driving factor in meeting the challenges of our students.

4.8

Craven County Schools aspires to provide resources and services to support the purpose and direction of the school system by taking into account all the needs of the students and stakeholders within the school community. A clear and consistent process is in place for student referrals. Through the deployment of the Multi-tiered System of Support (MTSS) framework for addressing individual student needs, the district is in the beginning stages of developing a systematic approach for implementation across all grade levels.

Schools need a comprehensive plan to assist parents and students with scheduling and educational planning.

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"> •Brief description of technology or web-based platforms that support the education delivery model •Survey results •Brief description of student assessment system including range of data produced from standardized and local or school assessments on student learning and school performance •Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness •Additional artifacts are located in Standard 5, Indicator 5.1 folder 	Level 3

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Craven County Schools

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"> •Examples of data used to measure the effectiveness of the district systems that support schools and learning •List of data sources related to district effectiveness •Survey results •Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •Additional artifacts are located in Standard 5, Indicator 5.2 folder 	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.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data •Additional artifacts are located in Standard 5, Indicator 5.3 folder 	Level 2

Accreditation Report

Craven County Schools

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">•Student surveys•Agendas, minutes of meetings related to analysis of data•Examples of use of results to evaluate continuous improvement action plans•Evidence of student readiness for the next level•Evidence of student growth•Evidence of student success at the next level•Additional artifacts are located in Standard 5, Indicator 5.4 folder	Level 3

Accreditation Report

Craven County Schools

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 in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"> •District quality control procedures for monitoring district effectiveness •Minutes of meetings regarding achievement of student learning goals •Survey results •Communication plan regarding student learning, systems that support learning, and achievement of school improvement goals to stakeholders •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •District quality control procedures for monitoring information about student learning, systems that support learning, and the achievement of school improvement goals •Examples of district marketing tools and websites that cite student achievement results or that make promises regarding student achievement •Executive summaries of student learning reports to stakeholder groups •Additional artifacts are located in Standard 5, Indicator 5.5 folder 	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.

Areas of Strength/Actions to Sustain

5.1

Craven County Schools establishes and maintains a clearly defined and comprehensive student assessment system. Our district's summative assessments include NC end-of-grade tests in grades 3-8 in Reading and Math, and grades 5 and 8 in Science to assess the North Carolina Standards. The North Carolina Final Exams (NCFE) are given to grades 6-8 in Social Studies and grades 6-7 in Science. At the high school level, NC end-of-course assessments are Biology, Math I, English II, American College Test (ACT), and ACT Workkeys. Other assessments are ACCESS test for Limited English Proficiency (LEP) students, EXTEND I for students with disabilities, Career and Technical Education (CTE) Exams and NC Workkeys for CTE students, and Read to Achieve (RtA) for 3rd grade students. Local benchmarks are designed to determine areas of strengths and areas to improve instruction. The local benchmark assessments are district-

made from Schoolnet for grades 3, 4, and 5 in Reading and Math, with the exception of fifth graders in three schools. These fifth graders are participating in the pilot NC CheckIns. All 6th, 7th, and 8th grade students take their Math assessments using Schoolnet. All five middle schools' 6th graders are participating in Reading NC CheckIns. All 7th and 8th graders use Schoolnet Math assessments. District designed Schoolnet unit assessments are used by fifth and eighth grade students to identify content gaps. Math I, II, and III teachers worked collaboratively earlier this school year to develop benchmark assessments for their respective courses. The comprehensive assessment system ensures consistent measurement across classrooms, course, educational programs and system divisions. As a result of Craven County's commitment to continuously improvement, district leaders are constantly researching the best assessment program available. Six schools have been selected to participate in a pilot assessment program, TE21, second semester 2016-2017.

The district leaders create an assessment calendar which includes the testing dates for locally developed benchmark assessments, as well as all state and federal mandated assessment throughout the school year. The testing calendar is posted on the district's website for public access. Schools are given the autonomy to determine the platform in which students are assessed. Some schools have their students assessed paper/pencil and others choose the computer as the vehicle for assessments.

To sustain the validity and reliability of the comprehensive assessment system in Craven County Schools, district and school level personnel will continue to investigate the most effective program to use. Also, district and school level personnel will align their benchmark assessment platform with the state assessments while ensuring that all student needs are met regarding the platform (e.g., IEPs and 504s). Additionally, assessment calendars will continue to be developed to ensure the focus on instruction and minimizing the days of testing.

5.5

Craven County Schools monitors and communicates comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to all stakeholders. At the district level, the Assistant Superintendent of Accountability and Technology collects, disaggregates and creates charts and graphs that are shared by the Superintendent at district leadership meetings and school board meetings. The public has access to each school's performance, EVAAS growth status, and the performance composite percent grade level proficiency on the district's website. The public has access to individual school improvement plans, board meeting dates, agendas, and minutes on the district's website. In addition, parents are provided up-to-date information about student learning and school performance on our website, Facebook, Twitter, and forms of written communication.

To sustain an effective and efficient monitoring and communication of data, district and school leaders will continuously provide multiple delivery methods of communicating performance data as well as seek the most appropriate method of communicating the results as stakeholder needs evolve.

5.2

As a part of the continuous improvement process, Craven County Schools collects, analyzes, and compares trend data about student learning, school performance, and the achievement of the system. The Assistant Superintendent of Accountability and Technology creates comparison data of Craven County Schools to districts within our region as well as districts with the same average daily membership (ADM) across North Carolina. The instructional support division (ISD) team and District Cabinet monitor the summative mClass data, Read to Achieve proficiency, district benchmark assessment data, end-of-grade tests, end-of-course tests, and Career and Technical Education (CTE) assessments to determine the effectiveness of curriculum and instruction. Comparison and trend data of schools within the district, districts within the region, and districts across NC are presented to the board members and principals. As a result, district leaders and principals collaborate to analyze and develop strategies and systems to increase student learning and overall school performance ensure the standards taught by teachers are aligned to the assessments. Therefore, the comprehensive assessment system is regularly evaluated for reliability and effectiveness as an effort to improve student learning and instruction. Throughout the school year, each director provides professional learning community (PLC) meetings for teachers throughout the district to improve pedagogy and increase student success.

To sustain our comprehensive assessment system, Craven County School will provide state and federal mandated assessments aligned to the NC Standard Course of Study. The district will continue to implement benchmark assessments as well as check the progress monitoring in Professional Learning Communities (PLC) to determine which best instructional practices to implement. Through the continuous improvement process, the district will consistently evaluate the most appropriate districts in which to benchmark. The district level team will continue to meet bi-monthly to delve deeper into the data, analyze the data collected, and determine which data collected in an effort to adjust instruction and create a cycle of improvement for student learning.

Areas of Focus/Plans to Improve

5.3

Although data are collected from a wide variety of sources and includes formative, benchmark, and summative data, there is not a systematic plan for training all staff members to use data to change student learning outcomes. There are concerns about the inconsistencies of the use and interpretation of data and program implementation across schools. Our plan for improvement is to provide all professional and support staff members quality professional development. Our district is making strides with the implementation of Multi-Tiered System of Supports (MTSS), but recognizes that all 25 schools are not at the highest level of implementation as evidenced by our school level self-assessments of MTSS (SAM). To improve, school teams will more closely at formative assessment data to make informed decisions about core instruction and interventions. Our ISD team will use the MTSS modules as a model of information to share with our stakeholders. Our MTSS coordinators will work closely with principals, assistant principals, teachers, and school psychologists by providing training on the MTSS processes, paperwork, data collection, and progress monitoring for individual students.

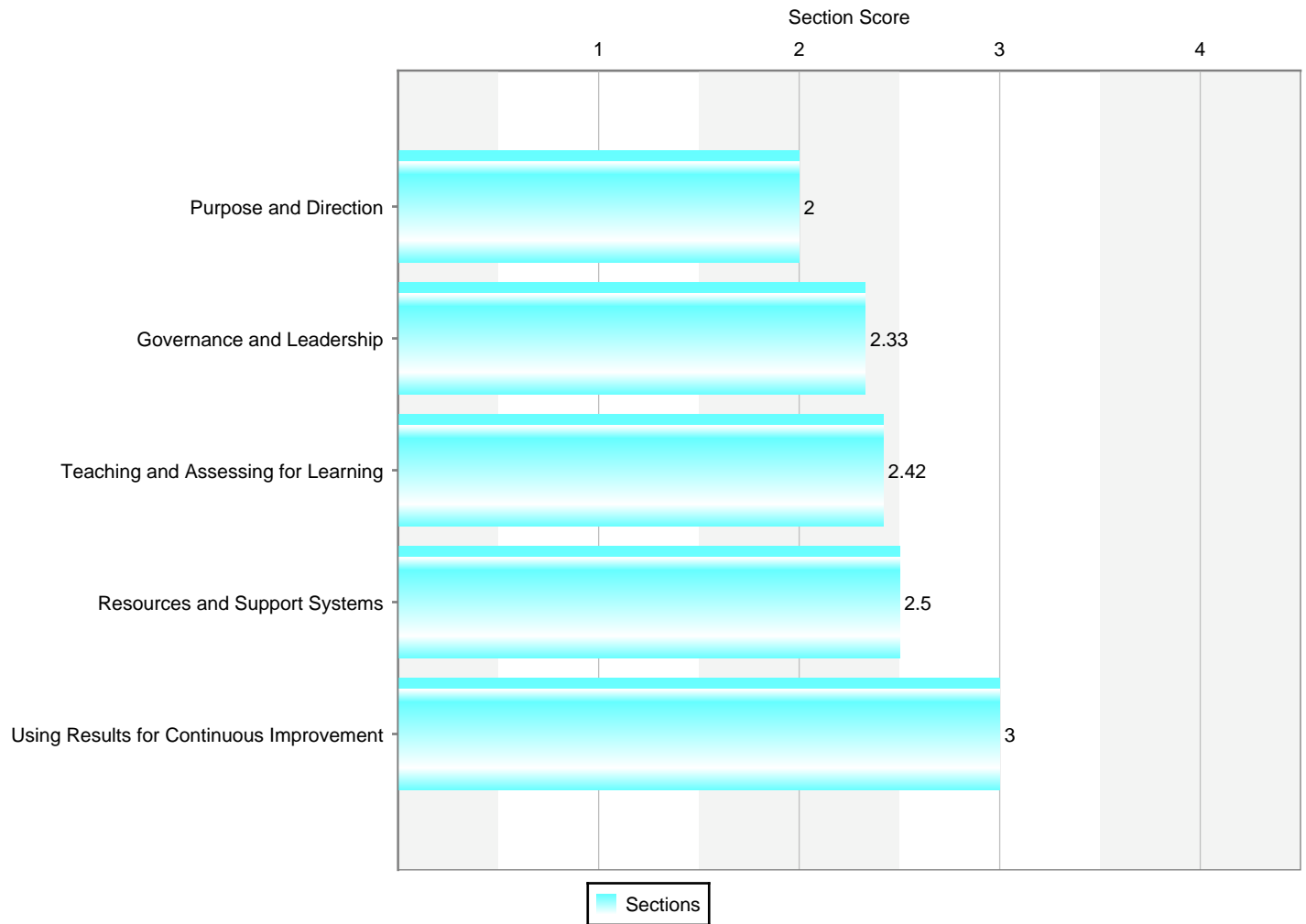
5.4

Craven County Schools engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. However, there are no policies and procedures that clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. As a district, predictions are made about student success to the next level using EVAAS and mClass data. Administrators and teachers use this information to place individual at-risk students into the appropriate intervention groups to address learning deficits and gaps.

At the school level, principals and assistant principals are using formative assessment data (5x5 walkthroughs and eleot™) to determine if teachers are ready to move to the next level of instruction. In addition, school administrators can determine if teachers are providing rigor in lesson, increasing student engagement, incorporating higher order thinking skills, and fostering cooperative learning during instructional time. Teachers are given feedback from school administrators on their instructional practices and strategies in an effort to improve student learning and close achievement gaps. As a result of our flatlined proficiency results, gaps between grade level transitions and stakeholder feedback, a clear systematic plan focused on the learners must be in place to positively change the trajectory of our students. To improve, Craven County Schools must create a revolution of intentional and purposeful instructional delivery across the district in every classroom.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	16-17 AdvancED Elementary Student Survey Results 16-17 AdvancED Mid/High Student Survey Results 16-17 AdvancED Parent Survey Results 16-17 AdvancED Staff Survey Results 2016 NCTWC Survey CCS 15-16 4th Grade Student Survey CCS 15-16 11th Grade Student Survey CCS 15-16 7th Grade Student Survey CCS 15-16 Parent Survey CCS 15-16 Teacher Assistant Survey	Elem Student 16-17 AdvancED Mid/High 16-17 AdvancED Parent 16-17 AdvancED Staff 16-17 AdvancED 2016 NCTWC survey CCS 15-16 11th grade Student Survey.pdf CCS 15-16 7th grade Student Survey CCS 15-16 Parent Survey CCS 15-16 Teacher Assistant Survey

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

The highest rated standard on all surveys administered was Standard 1; Purpose and Direction. There was little variance between Standard 2: Governance and Leadership and Standard 5: Using Results for Continuous Improvement. Throughout all of the surveys, the theme of high expectations of students and a focus on student success was prevalent.

Below are the highest areas of satisfaction in all stakeholder surveys:

Elementary Students

Standard 2: Governance and Leadership-In my school my teachers want me to do my best. (96.75%)

Standard 4: Resources and Support Systems- My school has computers to help me learn. 94.46%

Standard 5: Using Results for Continuous Improvement:My principal and teachers help me to be ready for the next grade. 94.31%

(Tie) Standard 1: Purpose and Direction: In my school my principal and teachers want every student to learn. 94.31%

Middle/High School Students

Standard 2: Governance and Leadership- In my school the principal and teachers have high expectations of me. 79.7%

Standard 3: Teaching and Assessing for Learning- All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught. 76.8%

Standard 3: Teaching and Assessing for Learning- My school gives me multiple assessments to check my understanding of what was taught. 75.7%

Parents

Standard 3: Teaching and Assessing for Learning- My child knows the expectations for learning in all classes. 88.3%

Standard 4: Resources and Support Systems- Our school provides a safe learning environment. 86.5%

Standard 1: Purpose and Direction- Our school's purpose statement is clearly focused on student success. 85.3%

Staff

Standard 1: Purpose and Direction- Our school's purpose statement is clearly focused on student success. 95.89%

Standard 2: Governance and Leadership- Our school's leaders expect staff members to hold all students to high academic standards. 94.58%

Standard 4: Resources and Support Systems- Our school has a continuous improvement process based on data, goals, actions and measures for growth. 92.68%

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

Standard 1: Purpose and Direction was consistently rated high across elementary students, staff, and parent surveys.

There is a positive trend in high expectations as demonstrated in the data from responses in Standard 2: Governance and Leadership. The responses indicate that elementary, middle and high school students realize that teachers and administrators want them to do their best and
SY 2016-2017

ensure that learning occurs. Additionally, staff recognized that their administrators hold them accountable for high academic expectations.

While the middle/high school students rated Standard 3: Teaching and Assessing for Learning as their highest level of satisfaction among all five standards, elementary students, staff, and parents are also satisfied based on the ranking of their scores for these standards.

Standard 4: Resources and Support Systems were ranked among the top three highest scores for elementary students, staff, and parents.

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

Findings are consistent with the North Carolina Teacher Working Conditions survey and the annual Craven County Schools' surveys of all stakeholders.

Areas in Need of Improvement

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

Areas rate at lowest level of satisfaction depend on the stakeholder group. Parents are least satisfied with performance in the areas of Standard 2: Governance and Leadership. Our staff members are concerned with performance in the areas of Standard 3: Teaching and Assessing for Learning. Elementary students are least satisfied with the Standard 2: Governance and Leadership as well as Standard 5: Using Results for Continuous Improvement. Middle and high students identified Standard 4: Resources and Support Systems as an area of concern.

Below are the lowest areas of satisfaction in all stakeholder surveys:

Elementary Students

Standard 5: Using results for Continuous Improvement-My principal and teachers ask me what I think about school. 51.65%

Standard 2: Governance and Leadership-My teachers ask my family to come to school activities. 58.76%

Standard 2: Governance and Leadership-In my school students treat adults with respect. 58.96%

Middle/High School Students

Standard 1: Purpose and Direction- In my school students treat adults with respect.-Overall 35.8%

Standard 4: Resources and Support Systems- In my school students respect the properties of others.-Overall 31.6%

Standard 4: Resources and Support Systems- In my school students help each other even if they are not friends.-Overall 36.3%

Parents

Standard 2: Governance and Leadership-Our school's governing body does not interfere with the operation or leadership of our school. 64.2%

Standard 4: Resources and Support Systems Our school ensures the effective use of financial resources. 67.3%

Standard 1: Purpose and Direction-Our school's purpose statement is formally reviewed and revised with involvement from parents. 68.1%

Staff

Standard 4: Resources and Support Systems- Our school provides sufficient material resources to meet students needs. 69.36%

Standard 3: Teaching and Assessing for Learning-In our school all school personnel regularly engages families in their children's learning progress. 75.88%

Standard 4: Resources and Support Systems- Our school provides a plan for the acquisition and support of technology to support the school's operational needs. 78.4%

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

While Standard 4: Resources and Support Systems indicate decreasing satisfaction among the parents, staff, and middle/high school students, the specific questions demonstrate two separate needs. The adult (parent and staff) surveys indicate concerns regarding sufficient tangible resources in the schools. Whereas, the middle/high school students expressed concern for the quality of relationships between their peers and adults in the building.

The responses from three different standards (1, 2, and 3) indicated decreased satisfaction regarding parental involvement. Elementary students, staff, and parents expressed a need for increased parental involvement.

What are the implications for these stakeholder perceptions?

Based on the perceptions it is vital that Craven County Schools maintains a transparency regarding all expenditures. CCS must be strategic in securing resources to meet the high expectations of learning from our stakeholders.

As our district embarks on a Multi-Tiered System of Supports (MTSS) we know that we must focus on the successful implementation of Positive Behavioral Interventions & Supports (PBIS) to address the students' concerns about relationships amongst their peers and with adults.

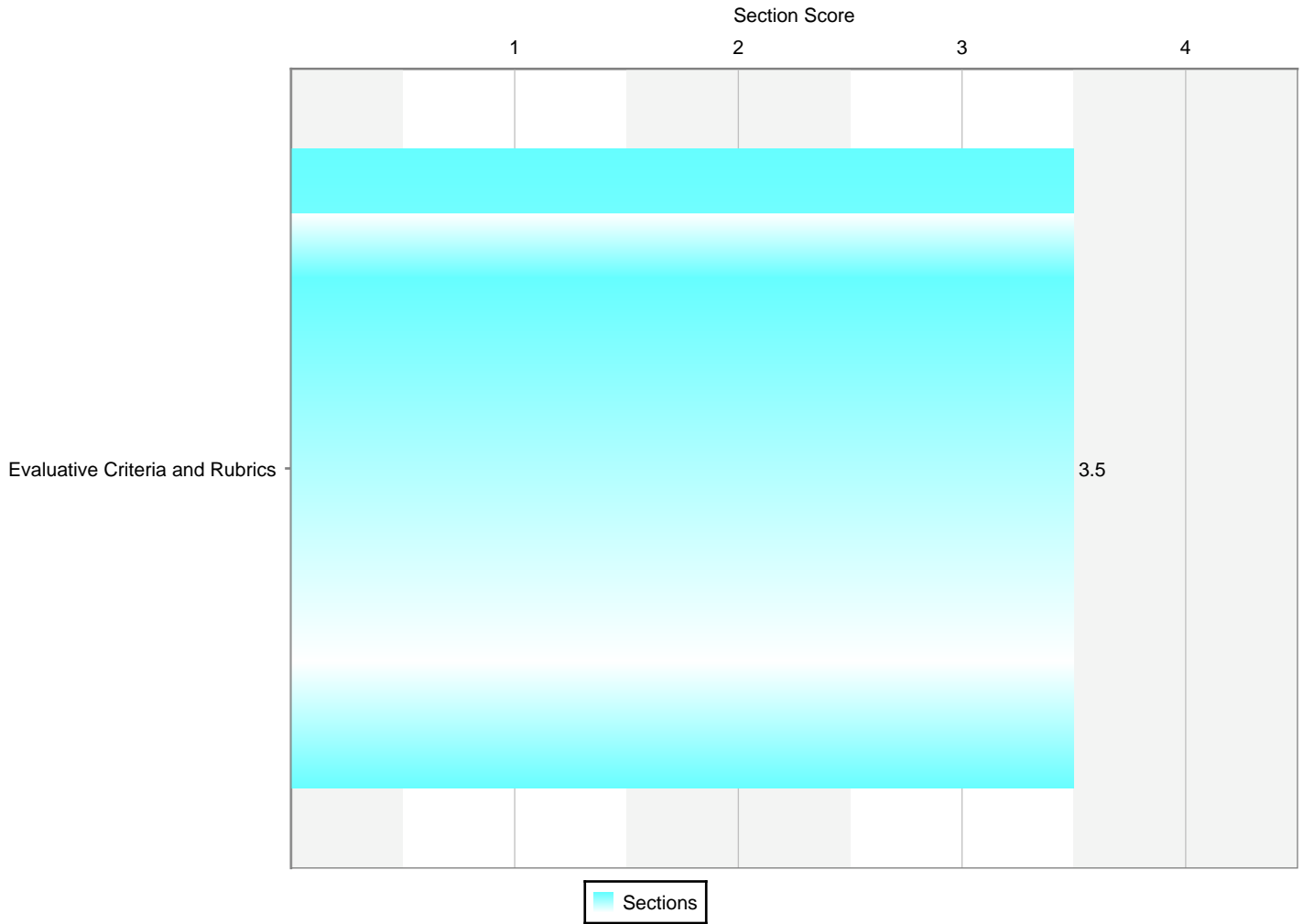
It is critical that Craven County Schools explore multiple avenues of communication to our stakeholders. Strategies determined as best practices must be shared at the school levels so implementation can be designed to meet the specific needs of their stakeholders.

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

Findings are consistent with the North Carolina Teacher Working Conditions survey and the annual Craven County Schools' surveys of all stakeholders.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	CCS NC Report Card Snapshot Curriculum & Instruction Programming Review 16-17 Mid Year Performance Data CTE Learning That Works - Fall 2016 Data CCS Data Profile	CCS NC Report Card Snapshot 16-17 Mid Year Performance Data CTE Learning That Works Fall 2016 Data Curriculum & Instruction Programming CCS Data Profile

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

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

CCS's overall performance data for grades 3-8 reading, math and science were above the state in both grade level proficiency and college and career ready proficiency.

*Grade Level Proficiency for CCS was 60.1% compared to the state at 58.2%.

*College and Career Ready for CCS was 50.4% while the state was at 48.8%.

*Our overall grade level proficiency for elementary increased from 57.6% to 61.2%, middle school increased from 58% to 58.9% and our high schools grew from 59.42% to 60.02%.

*ACT WorkKeys data shows that at 78.1%, CCS, Silver and Above, was higher than the state rate of 73.5%

*Percentage of students who scored a silver, gold or platinum level in the ACT WorkKeys has increased from 75.6% to 78.1% over the last three years for CTE Concentrators (students who have taken four or more CTE courses to include an advanced level within a CTE pathway).

*Steady increase of student earned credentials, 18.13%, since the 2014-2015 school year. CCS CTE Department offers student credentials based on the needs of local, region, state and national business and industry standards. Some of these credentials include: ACT WorkKeys Career Readiness Certificate, Certified Nursing Assistant, NC Emergency Medical Technician Basic, NC Certified Fire Fighter, Microsoft Office Specialist, ProStart Foundations of Restaurant Management and Culinary Arts, ServeSafe, Adobe Certified Associate, and AutoDesk Certified User.

*In 2016, students enrolled in CTE programs had a graduation rate of 94%.

*In 2015, students in grades K-2 matched the state average of 56% proficiency on the mClass - TRC data.

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

*Grade 5 Science proficiency has remained above the state average over the past three years. Our proficiency rose from 71.1% in 2014 to 76.4% in 2016 while the state average was 64.2% in 2014 and 71.6% in 2016.

*Grade 8 Science proficiency has steadily improved and remained above the state average over the past three years. Our proficiency rose from 71.1% in 2014 to 80.6% in 2016, while the state average was 71.4 in 2014 and 73.9% in 2016.

*Steady increase of CTE student earned credentials, 18.3%, since the 2014-2015 school year.

CTE Technical Skill Attainment (CTE post assessment and Credential Matrix) has steadily increased from 79.1% in 2013-2014 to 81.9% in 2015-2016.

*ACT WorkKeys Career Readiness Certification scoring Silver and Above has increased from 75.6% to 78.1% over the past 3 years.

Which area(s) indicate the overall highest performance?

In 2015-2016 the areas with the overall highest performance was:

Reading: 7th Grade 63.2%

Math: 3rd Grade 66.8%

Science: 8th Grade 80.6%

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

The Hispanic subgroup showed a positive trend over the past 3 years in their overall performance composite in both the End of Grade and End of Course Assessments. Student proficiency rose 3.0 percentage points from 2013-2014 at 52.5% to 55.5% in 2015-2016.

Between which subgroups is the achievement gap closing?

Our data shows a slight closing of the achievement gap in composite proficiency between the black and Hispanic subgroups. In 2014-2015 the gap between these subgroups was 18.5 percentage points and in 2015-2016 the gap closed to 15.7 percentage points.

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

These findings are consistent with the North Carolina School Report Card, EVAAS and mClass data sources.

Areas in Need of Improvement

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

In 2015-2016 the areas with the overall lowest performance was:

Reading: 8th Grade 52.9%

Math: 8th Grade 46.4%

Science: Biology EOC: 47.5%

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

Historically, CCS graduation rates have consistently been above the state average. However, in the last three years the gap has decreased.

In 2016 the CCS graduation rate was 85.7, which was just tenths behind the state average.

The number of schools not meeting growth during the 2015-2016 school increased from 3 to 4.

The NC Administration of the ACT Benchmark is administered to 11th graders is slightly below the state average in all areas.

NC ACT Benchmark Percentages

English- NC: 42.5% CCS: 41.7%

Math- NC: 26.9% CCS: 24.9%

Reading- NC: 31.8% CCS: 31.5%

Science- NC: 24.1% CCS: 22.7%

Writing- NC: 29.3% CCS: 20.6%

CCS's overall performance data for End of Course Assessments in Math 1, English II, Biology was below the state in both grade level proficiency and college and career ready proficiency.

Grade Level Proficiency for CCS was 55% compared to the state at 58.5%.

College and Career Ready for CCS was 45.5% while the state was at 49%.

Which area(s) indicate the overall lowest performance?

Over the past three years, the End of Course proficiency rate in Biology has been below the state average.

2013-2014: District :47.5% State: 55.5%

2014-2015: District: 48.9% State: 53.7%

2015-2016: District: 51.1% State: 53.9%

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This data shows a disconnect when compared to our students in grades 5 and 8 who consistently score above average on the proficiency in the End of Grade Science Assessments.

5th Grade:

2013-2014: District :71.1% State: 64.2%

2014-2015: District: 67.0% State: 64.6%

2015-2016: District: 76.4% State: 71.6%

8th Grade:

2013-2014: District :80.6% State: 73.9%

2014-2015: District: 71.1% State: 71.4%

2015-2016: District: 80.6% State: 73.9%

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

Two subgroups, American Indian and Two or More Races, show a decline in proficiency over the past three years for grades 3 - 8 on the End of Grade Assessments in the areas of Reading, Math and Science.

2013-2014: American Indian - 61.2% Two or More Races - 63.5%

2014-2015: American Indian - 50.0% Two or More Races - 63.4%

2015-2016: American Indian - 50.0% Two or More Races - 59.6%

The subgroup of Two or More Races show a decline in proficiency over the past three years on End of Course Assessments in the areas of Math I, English II and Biology.

2013-2014: Two or More Races - 67.3%

2014-2015: Two or More Races - 58.0%

2015-2016: Two or More Races - 56.5%

Between which subgroups is the achievement gap becoming greater?

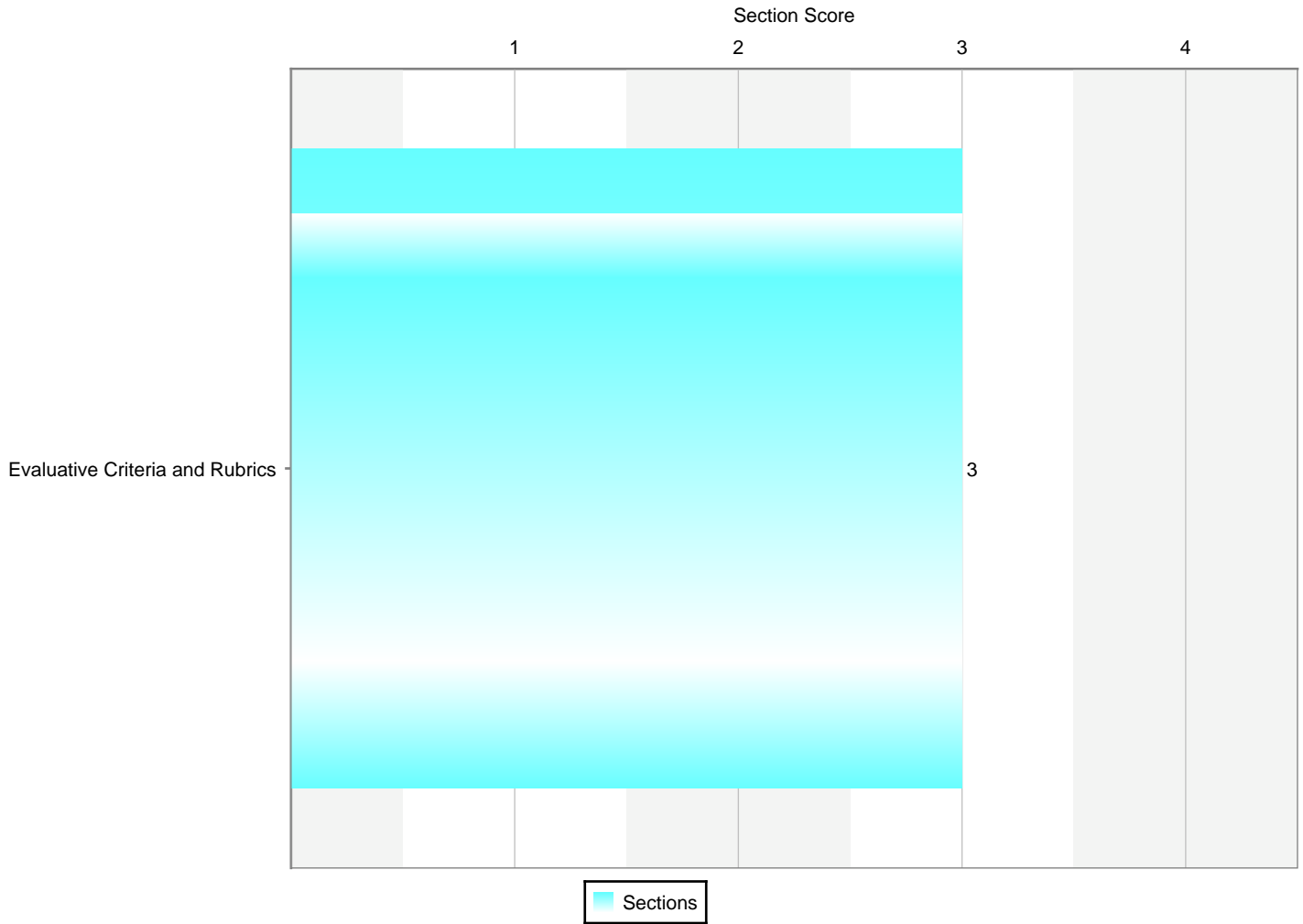
Our data shows that there have been no noticeable change in the achievement gap becoming greater between any subgroup.

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

These findings are consistent with the North Carolina School Report Card, EVAAS and mClass data sources.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	<p>The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to:</p> <ul style="list-style-type: none"> - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities 	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	CCS implements a written security and crisis management plan which designates the Chain of Command and processes that will be taken in the event there is a crisis occurs at a school in Craven County. In addition to the district plan, each school has a crisis plan for the individual school. All schools participate in 3 crisis drills annually with one coordinated with local authorities to ensure communication between the entities.	CCS 16-17 Crisis Management Plan

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	CCS monitors all financial transactions through a regularly audited process that is established by Policy #418.04.	CCS Fiscal Management / Auditing Processes

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Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes	2013-2018 District 5 Year Strategic Plan	2013-2018 District 5 Year Strategic Plan

Label	Assurance	Response	Comment	Attachment
6.	The system verifies that all institutions within its jurisdiction meet the AdvancED Standards for Schools. Attach a description of the quality assurance process used to monitor the institutions.	Yes	Craven County Schools uses the NCStar Continuous Improvement Process for quality assurance. NCStar provides a tool and framework to support and monitor the improvement of our schools. The rationale behind our process is the belief that high-quality school improvement is best accomplished by the people, working in teams, closest to the students. NCStar provides the district with the capability to support the improvement in our schools through the use of District Coaches. District Coaches provide coaching comments and reviews about implementation through real-time virtual coaching.	NCStar Continuous Improvement Process