



Accreditation Report

Jefferson Davis Parish School System

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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?

DEMOGRAPHICS OF DISTRICT

Jefferson Davis Parish School System has a time honored tradition of excellence, combining community schools with high performance and high expectations. A progressive system, Jefferson Davis Parish School System, is committed to continuous improvement where stakeholders strive to provide services to best facilitate learning for its 5,869 students. Louisiana's Educational Accountability Plan is one of the most rigorous in the nation today, and Jefferson Davis Parish School System maintains a District Performance Score above 97, with a letter grade of "B".

Located along the I-10 Corridor in southwest Louisiana, Jefferson Davis Parish is a unique community of 31,594 residents according to the state's January 2010, official census. Bordered by Acadia Parish on the east and Calcasieu Parish on the west, the parish offers a rural quality of life with quick and easy access to the larger urban areas of Lafayette to the east and Lake Charles to the west. Most college bound graduates of Jefferson Davis schools attend one of three colleges located within 35 miles of the parish, but many choose Louisiana State University in Baton Rouge less than an hour and a half away. Several technical colleges are located nearby including Sowela Technical College, Morgan Smith Campus in Jennings.

Located on the plains of southwest Louisiana, Jefferson Davis Parish is ideally suited for farming rice, soybeans, and crawfish. Hard working farmers have a proud tradition of producing excellent crops and support numerous agricultural service related businesses. The parish's largest employer is the Jefferson Davis Parish School Board with a total of 812 instructional and support staff. Other major employers include Wal-Mart, Jennings American Legion Hospital, and Leevac Shipyards. Local residents and tourists enjoy hunting, fishing, golf, bicycling, motorcycling and sporting activities of all kinds. Numerous parks, museums, antique shops and A Block off Broadway Theater group, housed in the historic Strand Theater, provide a local flavor unique to the area. The abundance of recreational and employment opportunities combined with a school system committed to excellence and always ranked near the top in the state makes Jefferson Davis Parish a desirable place to live and raise a family.

The city of Jennings is the parish's largest incorporated area, and also serves as the parish seat. With a population of 10,188, Jennings serves as an economic center to several smaller unincorporated areas. The surrounding towns of Lake Arthur, Welsh, Elton and Fenton are unique, diverse, and work together with the City of Jennings to improve economic development and education throughout the parish. The three villages of Lacassine, Roanoke, and Hathaway are all close knit communities that serve as rural residential areas to the rest of the parish.

The School Profile is a synopsis of the current conditions of our school system. The profile articulates a summary of student performance data at the local, state, and national levels, provides an overview of trends and issues impacting the district, and describes community demographics, district characteristics and stakeholders' perspectives on the quality of education in the district.

District Schools, Students, and Families

According to the 2010 census, Jefferson Davis Parish consists of approximately 11,771 households with a median income of \$41,777. Over SY 2014-2015

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23% of the residents live below the poverty level and the unemployment rate is 4.8%. The population is divided racially with 78.4% white residents, 17% African American residents, and 3% other minorities. Approximately 77.9 % of our residents have completed high school or higher and 12% have earned a Bachelor's degree or higher.

JDPSS has an enrollment of 5,886 students, three-year-olds to 12th grade, with a majority of the students who live in the parish attending public school. The percentage of students who receive free and reduced lunch is over 41%. According to 2014-15 statistics, over 26% of the student population is minority, including Black, Hispanic, Asian, and Native American.

Jefferson Davis Parish School System includes 6 elementary schools, one true middle school, and 6 high schools with varied configurations. All schools with elementary grades are identified as Title I schools. Ward Elementary in Jennings serves approximately 555 Pre-K through second grade students with a faculty of 46. It is the feeder school for Jennings Elementary which houses the third through sixth grades of the Jennings School District. Jennings Elementary houses approximately 561 students who are taught by 42 faculty members. The school is located on the old campus of Jennings High School, made vacant when the new high school was built in 2005-06.

Lake Arthur Elementary, ten miles south of Jennings, is a Pre-K through sixth grade school and has an enrollment of approximately 580 students and a faculty of 34. Welsh Elementary, a Pre-K through fifth grade elementary school in the center of the parish with 32 faculty members, serves students from the consolidated district of Welsh and Roanoke. Nearly 495 students attend this Title I school that shares the same campus as Welsh High School, but operates independently with the exception of sharing some facilities.

In the northern most part of the parish is the town of Elton. Elton Elementary is made up of 266 students and 21 faculty members. This Pre-K through fifth grade school and its partner Elton High are unique in the fact that they serve a sizable population of students from the nearby Native American Tribe of the Coushatta Indians. Fenton Elementary is the sixth elementary school in Jefferson Davis Parish. It serves the Pre-K through eighth grade students of the small village of Fenton in the northwest corner of the parish. Current figures show an enrollment of 143 students and 11 faculty members. High school students in the Fenton area attend Lacassine High School 12 miles away. The parish's only true middle school is Welsh-Roanoke Middle School. The current campus is located on the old site of Roanoke High School a first through twelfth grade school built in 1929 and then consolidated with Welsh in 1968. This historic building houses just over 251 sixth through eighth students and 17 faculty members.

Jefferson Davis Parish has six high schools. Hathaway and Lacassine High Schools are both PreK-12 high schools. Both of these Class B schools are the center of their small, rural communities. Steeped in tradition, both Lacassine and Hathaway schools are known for academic excellence and strong parental involvement. After burning in 1989, Hathaway High School was rebuilt, and its 483 students and 40 faculty members are currently housed in a relatively new facility that is the pride of the Hathaway community. Lacassine High School, which has just completed major renovations, serves 650 students, including the secondary students of Fenton since the consolidation of the two high schools in the 1994-95 school year.

Welsh High School, located in the city of Welsh near the center of the parish, is our only true 9-12 high school. All students living in Consolidated District #1 from the city of Welsh and the village of Roanoke attend Welsh High. Approximately 250 students are enrolled at this Class AA school and 23 faculty members are assigned to meet their instructional needs.

Jeff Davis Parish's only 6-12 school is Elton High at the extreme northern end of the parish. The school is home to nearly 240 students, many of which belong to the local Native American Coushatta Tribe. The tribe shares a close working relationship with the school and generously supports many of Elton High School's academic and extracurricular programs. Elton High is staffed by 20 faculty members.

The two remaining parish high schools of Lake Arthur and Jennings, both have a 7-12 grade configuration. Lake Arthur High is in the extreme southern part of the parish. It is an AA high school with an enrollment of 402 students and is staffed by 29 faculty members. Jennings High School located 10 miles to the north of Lake Arthur on Highway 26 is the newest and largest school in the parish. This facility

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houses around 880 students in grades 7-12 and staffed by 67 faculty members. Jennings High offers its students a wide variety of academic and extra-curricular opportunities.

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.

System's Purpose

The purpose of the district is clearly illustrated in our Mission Statement. The Mission Statement of the district is as follows: Jefferson Davis Parish School System will provide all students with educational opportunities to achieve success in a multicultural, global society.

This Mission Statement is deeply entrenched within the system and is a continuation of the Mission Statement developed during the previous district accreditation process in 2008. We have updated our district motto and logo with strong input from stakeholders and a district wide voting process. Our new motto is as follows: Learners Today, Leaders Tomorrow. This new motto is a brief and catchy way to illustrate some of our current beliefs about education. Our new logo incorporates graphic representations familiar and important to the current and past history of our district. The Logo incorporates a picture of a pelican standing on books of knowledge which is surrounded by rice plants and an oil derrick.

Our Beliefs are also represented in our district priorities:

1. We believe that student achievement is our number one priority.
2. We believe that the school district should set rigorous but attainable goals while honestly and continuously evaluating every aspects of its operations. (Continuous Improvement)
3. We believe that students need rigorous, authentic, and engaging instruction and assessment that allows them to think critically and communicate effectively to be successful in a rapidly changing world. (Curriculum)
4. We believe that students achieve their full potential through a structured discipline program, self-discipline, a positive and safe school climate, and high behavioral expectations. (SWPBIS/Crisis Management)
5. We believe in generating a staff of learners who embrace professional development and continuous improvement of their craft which results in improved student achievement. (PLC)
6. We believe all students should be provided with differentiated learning and assessment activities and afforded numerous opportunities to achieve. (RTI)
7. We believe that each student is a valued individual with unique social, emotional, physical, and intellectual needs, and it is our duty to positively support each. (SBIT)
8. We believe that teachers, administrators, staff, parents, students and the community all share in the responsibility for working collaboratively to ensure student achievement. (DIP)

As a district, we strongly value the philosophy of continuous improvement that AdvancED promotes. We continuously strive to examine all aspects of our educational world to make improvements needed to meet the educational changes facing our students. The AdvancED self-assessment process provides a strong, valuable framework for this self-examination.

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.

PROFILE

DEMOGRAPHICS OF DISTRICT

As a district we are very proud to have been ranked within the state's top ten districts in District Performance Scores for some time. Recently we were ranked 16th in the state due in part to the new way the state calculates bonus or progress points however Jefferson Davis Parish school system continues to have some of the best student performance indicators in the state.

We have worked to further refine our purpose and direction and we agreed that student learning remains at the heart of what we do. Our goal has always been to precisely and accurately communicate high expectations with our shared values and beliefs. We examined all the initiatives that teachers and administrators are asked to follow- AdvancED standards, COMPASS, Common Core State Standards, Professional Learning Community (PLC) goals, district priorities and state goals. As a district, we continually strive to align these initiatives with our purpose of high expectations for student success as outlined in our District Improvement Plan. We created a continuous improvement illustration to show that our initiatives are centered around our central and guiding purpose of student achievement.

Our district strength lies in our embedded processes for continuous improvement using all avenues of feedback and continual evaluation of effectiveness. We believe that student learning is our highest priority, as evidenced by our observation and classroom walkthrough instruments that have been updated each year to reflect the changing mandates of our state education policies. Monitoring of results are shared with schools through the District PLC process, administrator meetings (at separate times/days for principals and assistant principals), email and Blackboard to fuel a conduit of continuous improvement. Four schools a year are internally monitored by central office staff to be measured against agreed upon priorities and standards. Communication with parents and community are accomplished through district/school websites, JCall, Push Out Applications, annual surveys, local newspapers and television.

Teacher Leaders have been empowered by the district and the state to assist their peers while they also attend, participate and present at our monthly District PLC meeting. Students provided ideas on ways to improve instruction and maintain student interest in the classroom by giving feedback during a panel discussion at the 2013 December principal's meeting.

After digesting various data sources during the summer months, the district began this school year with an inaugural collaboration/celebration day entitled, "Working on the Work". Over 100 stakeholders including representatives from each school, central office staff and a member of Louisiana BESE (Board of Elementary and Secondary Education) attended the day long festivities including a review of district priorities, district improvement plan, and a summer professional day recap along with student engagement activities. The highlight of the day was teacher leader lesson presentations covering all four core areas. Attendees left that day with a common understanding of the purpose and direction for our school year. Evaluations from the day reinforced the idea that everyone heard the same message. Another strength our district possesses is the willingness to respond to school needs. When it was communicated from the schools that we needed a consistent instrument to monitor student progress toward identified standards, funds were braided from various federal programs to purchase Study Island Benchmark/Progress Assessments. This program is used by grade levels K-12 in ELA, Math, Science, and Social Studies following a district plan to benchmark students three times per year in preparation for state spring testing. Further aligning the use of this data, Leader Learning Targets are written using the results of Study Island Assessments as well as driving instruction in the classroom.

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School leaders have always been willing to work with district leadership as evidenced by offering summer workshops to analyze data and begin the creation of a School Improvement Plan that contributes to and aligns with the District Improvement Plan. District leaders work closely with school leaders in implementing state competitive grants, like SRCL (Striving Readers Comprehensive Literacy) and the Preschool Pilot Program. All school plans focus on student achievement, improvement of thinking skills and development of life skills while working within the state mandates to provide the most meaningful learning experiences for students. Improvement in the student behavior and environment is included in SWPBIS (School Wide Positive Behavior Intervention System) planning. It is evident that our personnel, many whom are products of this school system, have a vested interest in the future of our students and communities.

Pursuit of student success goes beyond the school year calendar as evidenced by summer activities such as Math/Science and Writing Camps for outstanding students. Supplemental state monies are used for dual enrollment courses through two and four year colleges/universities and local vocational training agencies, including Sowela and Associated Builders and Contractors. In addition to these opportunities, seniors may take Advanced Placement tests for credit. Students can graduate from high school with as many as 24 credit hours or NCCER level certificates. Junior high students have the opportunity to earn high school Carnegie credits toward their graduation requirements. New instructors entering our system meet with district personnel for a two day induction program to discuss the purpose and direction of the district. Recently the induction was restructured to give supervisors more opportunities to collaborate with new teachers addressing their concerns prior to the opening day of school.

As we traverse the ever changing landscape of education, particularly in Louisiana, we have faced monetary and philosophical challenges provided by the state Department of Education. Many families have limited access to technology to use for homework, research, accessing information or other functions. While our district Parent Center assists these families by providing learning resources to be checked out and making home visits when necessary, there are limitations to the technology provided at home. Also community acceptance and understanding of shifts toward increased rigor and higher expectations within the classroom have been challenging for some teachers, parents and students.

Sustaining areas of growth with constant state changes is a continuous battle as it seems we are in flight with this "plane" of educational endeavors but continue to build the plane's frame during its flight. District and local PLCs are the backbone of our system, providing educators a forum to constantly gauge their effectiveness with a collaborative effort to address individual student's needs. Each meeting or training is followed with an evaluation to measure the level of success and guide the direction of remediation. We continually review our schematic of how all the educational cogs turn the main gear of student achievement, making adjustments as the evidence guides us.

Continued and strengthened communication has been the approach to combat the challenges we face. Information is shared with all stakeholders through push out apps, face to face meetings, the District Website, District Blackboard sites, and phone calls through JCampus. District investments in technology to update our labs have included a \$500,000 commitment of funds to VDI labs, additional software investments and purchase of iPads and other devices. We continue to build alliances with our communities and the general public by forming consortiums to address the issues we face, while we live by the direction we have set forth for our district. Visibility in newspapers, television and on line websites help to communicate our message of continued student success as we prepare the learners of today to become the leaders of tomorrow.

As we continue to fully implement the components of education reform in Louisiana, the district will adjust curriculum and instructional practices as we transition to Common Core State Standards and PARCC Assessments. The district will continue to modify and adapt as the State Department of Education adjusts Louisiana's Compass Evaluation System. Jefferson Davis Parish School System welcomes and embraces these diverse changes and works diligently to keep student achievement at the center of what we do.

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The district has always been in great financial shape with a healthy reserve but the cost of running a district in the face of a additional state burdens to a stagnant MFP, increased costs of retirement, insurance, and maintaining aging buildings are a greater challenge than ever.

Our past, current, and future goals were and are to improve student achievement through rigorous and authentic student engagement, have access to high quality educational resources and tools in an environment conducive to learning, continuously improve instruction through a variety of professional development efforts, and establish high standards and expectations for student learning.

Additional Information

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

PROFILE

DEMOGRAPHICS OF DISTRICT

Jefferson Davis Parish is a great place to educate students. We have hardworking, dedicated, passionate faculty and staff members at all of our schools. They share a vested interest in providing the best education possible for the students, families and communities to which they belong. We work diligently to ensure that the experiences we create for students are positive and meaningful to their future academic and career pursuits. We look forward to challenging their critical thinking and problem solving skills while fostering creativity through learning. We are extremely confident that the students of Jeff Davis Parish will be engaged and excited about the focus on learning and individualized growth that our teachers work diligently to foster on a daily basis.

As strong supporters of the communities of Jeff Davis Parish, we look forward to the partnership we have with our students, parents and community leaders in pursuit of a tradition of excellence in education. We invite all stakeholders to visit our parish and school websites often and communicate with the schools and district office to learn more about the many exciting activities we host throughout the year.

As we continue to fully implement the components of education reform in Louisiana, the district will adjust curriculum and instructional practices as we transition to Common Core State Standards and PARCC Assessments. The district will continue to modify and adapt as the State Department of Education adjusts Louisiana's Compass Evaluation System. Jefferson Davis Parish School System welcomes and embraces these diverse changes.

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: 4.0

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 process for review, revision, and communication of the system's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	<ul style="list-style-type: none"> •District purpose statements - past and present •Survey results •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 •Communication plan to stakeholders regarding the district's purpose •Principal Collaborative Meetings District Monitoring Visits District PLC Meeting/Opening Day collaboration Meeting Teacher Leaders Superintendent's Message DIP District Priorities Student Focus Area District PLC Communication Apps BlackBoard 	Level 4

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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 and procedures clearly outline the expectations for schools regarding a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success. System personnel monitor and maintain data about each school and provide feedback and training for the improvement of the implementation of 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•Examples of written stakeholder communications or marketing materials that portray the school purpose and direction•RTISIPSchool NewslettersPLC MonitoringOpen HousesNew AdministratorMentorshipTEAM	Level 4

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 clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. System leadership and staff hold one another accountable to 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•Statements or documents about ethical and professional practices•Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs•The district strategic plan•Student Panel at BoardSchlechty Center TrainingParent Center	Level 4

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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 require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the system's purpose and direction. Personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student, school, and system performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. System personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and 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•Survey results•Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs•Agenda, minutes from continuous improvement planning meetings•Communication plan and artifacts that show two-way communication to staff and stakeholders•The district data profile•The district strategic plan•JCampus used as system data toolCurriculum Pathways changed in Social Studies, Civics, and Biology IAlignment of DIP/SIP/Curriculum Timelines/EGrant, and Self-Assessment	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.

Purpose and Direction

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

Borrowing a line from the National 4-H Club, Jeff Davis Parish School System is continuously striving, "To make the best better!" In that pursuit, we constantly work to improve upon our processes in place and vigorously involve all interested parties in this endeavor.

In 2008, our district adopted the mission statement, "Jefferson Davis Parish School System will provide all students with educational opportunities to achieve success in a multicultural, global society." Today we still adhere to that premise of educational opportunities to achieve success; however, innumerable discussions among our brethren over the past six years have further delineated what that looks like and how we continue to support that continuous improvement cycle.

As we worked to further refine our purpose and direction, we agreed that student learning remains at the heart of what we do. Our goal has always been to precisely and accurately communicate high expectations along with our shared values and beliefs. In 2013, it was agreed that we needed a short, catchy motto to share with all stakeholders the heart of our educational purpose. Students, teachers and board employees were asked to submit motto suggestions. From a list of finalists, teachers voted on the winning entry that best describes us- Learners Today, Leaders Tomorrow. In addition we looked at all the initiatives that teachers and administrators were asked to follow-

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AdvancED standards, COMPASS, Common Core State Standards, Professional Learning Community (PLC) goals, district priorities and state goals. As a district, we continually strive to align these initiatives with our purpose of high expectations for rigorous student achievement as outlined in our District Improvement Plan. We created a continuous improvement illustration to show how our initiatives are centered around student achievement.

Our district strength lies in the embedded processes we use for continuous improvement employing all avenues of feedback and continual evaluation of its effectiveness. We all believe that student learning is our highest priority, as evidenced by our observation and classroom walkthrough instruments that have been updated each year to reflect the changing mandates of our state education policies. Monitoring results are shared with schools through the District PLC process, administrator meetings (at separate times/days for principals and assistant principals), email and Blackboard to fuel a conduit of continuous improvement. Four schools a year are internally monitored by central office staff to be measured against agreed upon priorities and standards. Communication with parents and community are accomplished through district/school websites, annual surveys, local newspapers and television.

On August 25, 2014, our local channel 10 program *Passe Partout*, showcased Jefferson Davis Parish by televising five live interviews with the superintendent, new principals, teacher of the year finalists and our student of the year finalist. For 2014-15 school year, schools added the School Way App for push outs relating to timely school events. Teacher Leaders have been empowered to assist other teachers while they also attend, participate and present at the monthly District PLC meeting. Students provided ideas on ways to improve instruction and maintain student interest in the classroom by giving feedback during a panel discussion at the December District Professional Learning Committee meeting.

After digesting various data sources during the summer months, the district began this school year with an inaugural collaboration/celebration day entitled, "Working on the Work". Over 100 stakeholders including representatives from each school, central office staff and a member of Louisiana BESE (Board of Elementary and Secondary Education) attended the day long festivities including a review of district priorities, district improvement plan, and a summer professional day recap along with students' engagement activities. The highlight of the day was teacher leader lesson presentations that covered all four core subject areas. Attendees left that day with a common understanding of the purpose and direction for our school year. Evaluations from the day reinforced the idea that everyone heard the same message. Another strength our district possesses is the willingness to respond to school needs. When it was communicated from the schools that we needed a consistent instrument to monitor student progress toward identified standards, funds were braided from various federal programs to purchase Study Island Benchmark/Progress Assessments. This program is used by grade levels K-12 in ELA, Math, Science, and Social Studies following a district plan to benchmark students three times per year in preparation for state spring testing. Further aligning the use of this data, Leader Learning Targets are written using the results of Study Island Assessments as well as driving instruction and intervention in the classroom.

School leaders work with district leadership as evidenced by summer workshops to analyze data to begin the creation of a school improvement plan that aligns with the district plan of improvement. District leaders work closely with school leaders in implementing state competitive grants, like SRCL (Striving Readers Comprehensive Literacy) and the Preschool Pilot Program. All school plans focus on student achievement, improvement of thinking skills and development of life skills while working within the state mandates to provide the most meaningful learning experiences for students. Improvement in the area of behavior is included in SWPBIS (School Wide Positive Behavior Intervention System) planning. It is evident that our personnel, many whom are products of this school system, have a vested interest in the future of our students and communities.

Pursuit of student success goes beyond the school year calendar as evidenced by summer activities such as Math/Science and Writing Camps for outstanding students. Supplemental state monies are used for dual enrollment courses through two and four year colleges/universities and local vocational training agencies, including Sowela and Associated Builders and Contractors. In addition to these

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opportunities, seniors are given opportunity for Advanced Placement test credit. Students can graduate from high school with as many as 24 credit hours or NCCER level certificates. Junior high students have the opportunity to earn high school Carnegie credits toward their graduation requirements. New instructors entering our system meet with district personnel for a two day induction program discussing the purpose and direction of the district. Recently the induction was restructured to give supervisors more opportunities to collaborate with new teachers to address their concerns prior to the opening day of school.

As we traverse the ever changing landscape of education, particularly in Louisiana, we have faced monetary and philosophical challenges to face. Because many of our families have limited access to technology to use for homework or other functions, our district Parent Center assists these families by providing learning resources and making home visits when necessary. Community acceptance and understanding of shifts toward increased rigor and higher expectations have been challenging for some teachers, parents, and students.

Sustaining areas of growth are a continuous battle as it seems we are in flight with this "plane" of new state educational initiatives but continue to build the plane's frame during its flight. District and local PLCs are the backbone of our system, providing educators a forum to constantly gauge their effectiveness with a collaborative effort to address individual student's needs. Each meeting or training is followed with an evaluation to measure the level of success and guide the direction of remediation. We continually review the schematic of how all the educational cogs turn the main gear of student achievement, making adjustments as the evidence guides us.

Continued and strengthened communication has been the approach to combat the challenges we face. Information is shared with all stakeholders through push out apps, face to face meetings, the District Website, District Blackboard sites, and phone calls through JCampus. District investments in technology to update our labs have included a \$500,000 commitment of funds to VDI labs, software investments and purchase of iPads and other devices. We continue to build alliances with our communities and the general public by forming consortiums to address issues we face, while we live by the direction we have set forth for our district. Visibility in newspapers, television and on line websites help to communicate our message of continued student success as we prepare the learners of today to become the leaders of tomorrow.

Governance and Leadership

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

Overall Rating: 4.0

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 clearly and directly support the system's purpose and direction and the effective operation of the system and its schools. Policies and practices require and have mechanisms in place for monitoring conditions that support student learning, effective instruction, and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management at all levels of the system.	<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 •Jeff Davis Parish Policy Manual on district website and on Blackboard (Bb) •Pupil Progression Plan on Blackboard •JCampus - Data System •JCall - Call Out System •Policy revisions on principal, faculty, parent, and board meeting agendas •Braiding of funds support •Professional Development Plans of schools and provides subs for Teacher Leaders and teachers •District Improvement Plan (DIP) aligned with AdvanceEd and LDOE. •School Improvement Plans (SIP) aligned with DIP •Student/Parent Handbook 	Level 4

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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•List of assigned staff for compliance•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•JDP provides Administrative Academy trainings for board members, administrators, teachers, and is open to the public.Legal counsel: retain JDP DA/Assistant DA, Hammond & Sills & Guice, Mark Boyer, Scott Richard, Jim PrescottSupervisors share ongoing activities at board meetingsStaffing responsibilities are given to staff and are posted on the websiteAudit results-Historical Compliance Data - Migrant, Program-Based Management (PBM), LA4Safety and HealthFood Services	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 consistently protects, supports, and respects the autonomy of system and school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the system and its schools. The governing body maintains a clear distinction between its roles and responsibilities and those of system and school leadership.	<ul style="list-style-type: none">•Communications regarding governing authority actions•District strategic plan•Examples of school improvement plans•Roles and responsibilities of school leadership•Roles and responsibilities of district leadership•Social media•Survey results regarding functions of the governing authority and operations of the district•Stakeholder input and feedback•Maintenance of consistent academic oversight, planning, and resource allocation•Agendas and minutes of meetings•Annual School Board Members' Team Building Retreat-committee work and responsibilitiesNew Committee:<ul style="list-style-type: none">Cafeteria (Food Service)Twitter on new websiteSchool App - SchoolWaySchool Board MeetingAgendas and minutes are posted on websiteDIP, SIP, PLC, Rtl AlignedTeacher Leader liaisonRoles and responsibilities of district staff and school leaders**JCampus/JCall**Stakeholder/Title I Surveys	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	Leaders and staff throughout the system deliberately and consistently align their decisions and actions toward continuous improvement to achieve the system's purpose. They encourage, support, and expect all personnel to maintain high standards and to hold students to high standards in all courses of study. All stakeholders are collectively accountable for maintaining and improving conditions that support student learning. Leaders throughout the system actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	<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•Seamless alignment of the DIP, SIP, PLC, Walk-Through, Observations, CCSS focus, student engagement, Teacher Leader liaison SIP Collaboration and Celebration: Working the Work Technology Exemplar SLTs for leaders and teachers Supervisors conduct COMPASS observations/ Walk-Throughs District and School PLCs share for rigorous student engagement. All supervisors collaborate to plan the next district PLC and consider remarks on PLC evaluations PBIS and PLC shared School Leadership Team	Level 4

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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 consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts, and provide and support meaningful leadership roles for stakeholders. System and school leaders' proactive and persistent efforts result in measurable, active stakeholder participation, positive engagement in the system and its schools, a strong sense of community, and ownership.	<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•Communication plan•Involvement of stakeholders in district strategic plan•Aligned DIP, SIP, PLC, RTICommunications: JCall, Email, Phone Tree, Bb Proactive, face-to-face out-reach to McNeese State University and SOWELA regarding Jump StartStakeholder surveysSOTY CollaborationCollaboration and Celebration: Working the WorkParent Orientation, Open House, Literacy and Numeracy Nights hosted by schoolsSRCL-Jennings Schools Pupil Progression Plan (PPP), Carl Perkins, and Discipline -District CommitteeSummer Professional Development	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice in all areas of the system and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice throughout the system and ensure student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Job specific criteria•Supervision and evaluation documents with criteria for improving professional practice throughout the system and student success noted•Representative supervision and evaluation reports•Personnel Evaluation Plan (PEP) PGP, Job Descriptions, COMPASS Observations, Walk-Throughs, and evaluations follow PEP Technical Assistance and Intensive Assistance supported with professional development CIS System School's Observation Monitoring Instrument Supervisors conduct Walk-Throughs, COMPASS Observations, and CLASS Observations throughout the district. **Summer Professional Development based on Teacher Needs Assessment	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.

The Jefferson Davis Parish School System operates according to federal and state laws and local policies adopted by the Jefferson Davis Parish School Board with the Louisiana Revised Statute 17:52 guiding Leadership and Governance decisions. The Jefferson Davis Parish School Board acts as the legislative body to enact policies that support, protect and empower leaders in the system and thereby promotes continuous improvement. The Jefferson Davis Parish School System Policy and Procedures Manual guides the operation of the Jefferson Davis Parish School District. This manual is updated on a regular basis with the input of Forethought Consulting. The manual is linked to the Jefferson Davis Parish Website and posted on Blackboard making it accessible to all stakeholders including the thirteen Jeff Davis Parish Schools, Central Office staff, parents, students, and communities. The administration of each school implements these policies according to specific regulations and procedures. Faculty and staff are informed of Jefferson Davis Parish School Board policies and compliance to these policies ensures continuity among all parish schools.

The Jefferson Davis Parish School System is governed by a thirteen member board elected to represent each electoral district for a four year

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term. Newly elected and veteran board members are provided a minimum of six hours of training and instruction each year regarding ethics and school board powers, policies, duties, school law, educational research and trends. The school board establishes policies that recognize and preserve the role of the superintendent, assistant superintendent, directors, supervisors, coordinators, and principals to perform their duties following district policies and procedures. The school board, superintendent, assistant superintendent, directors, supervisors, and coordinators provide direction, assistance, support, and resources to meet the organizational and student performance goals of the school district.

The Jefferson Davis Parish District Attorney, the services of Hammond, Sills, and Guice and Boyer and Hebert Law Firms are retained to provide legal counsel to the school board, superintendent, and administrators. To ensure financial responsibility, the board secures sufficient funds, maintains adequate insurance, and equitably aligns funds for meeting the needs of the schools. The Jefferson Davis Parish School Board meets in regular session at 6:00 PM on the third Thursday of each month. All board meetings are advertised and open to the public with minutes of the meetings being published in local and area newspapers and posted on the website.

Mr. Brian LeJeune is the current superintendent appointed by the Jefferson Davis Parish School Board to serve as the chief executive officer. The board supports Mr. LeJune in his responsibilities of the efficient administration of the system and implementing policies and procedures adopted by the Louisiana Board of Elementary and Secondary Education. The Jefferson Davis Parish School System and stakeholders are lead by Mr. LeJuene in supporting the vision, mission, and beliefs of our learning community. The system employs central office directors, supervisors, and coordinators to comprise the district administrative team. The team is responsible for implementing the regulations, policies, and procedures that enhance and endorse the vision, mission, and beliefs of the Jefferson Davis Parish System.

The Jefferson Davis Parish School System ranked as one of the top ten school systems in the state's District Accountability Reports from 2007-2011. In 2012 JDP ranked 15th and 10th in 2013 before bonus points were added. Since the inception of letter grades attached to the state accountability reports, Jeff Davis Parish has received a district ranking of "B". The Jefferson Davis Parish School System attributes its success to certified, highly dedicated teachers who are Highly Qualified. Our stakeholders: teachers, administrators and instructional leaders, students, parents, and communities work together to address the needs of the students. The District Improvement Plan is aligned to AdvancEd and the expectations of the LDOE. Every summer the district hosts a School Improvement Plan Workshop for all schools. The schools analyze their student test data and performance trends to implement research-based practices to meet the needs of our diverse population. Each of the thirteen district schools creates a School Improvement Plan (SIP) which is aligned to the District Improvement Plan. The SIP serves as the blueprint of continuous improvement and rigorous student engagement focusing on increased student achievement.

Teachers and administrators are evaluated using COMPASS according to the Jefferson Davis Parish Personnel Handbook which complies with the provisions of Act 54 and BESE. Professional Growth Plans, job descriptions, formal and informal observations and evaluations are utilized to improve professional practice in the classroom, professional growth, student achievement, and school improvement. Support staff employees are evaluated based on job descriptions and performance. Teachers, students, and parents are involved in decision making at the school and district level. Teachers collaborate on various levels including subject area, grade level, team meetings, professional learning communities, Teacher Leaders, lead teachers, school and district committees, professional development and leadership opportunities on the school, district, state, and national levels.

Each summer, Jefferson Davis Parish teachers are paid a stipend to attend six hours of teacher-selected Professional Development opportunities to improve instructional strategies and procedures. Teachers meet regularly with principals to plan, implement, and assess the instructional program of the school. Students are valuable participants in extra-curricular activities, clubs, athletics, academic competitions, special projects, and student government. In addition, students serve as stakeholders and committee members in the school improvement process.

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Parents, community members, and other stakeholders are essential assets to the Jefferson Davis Parish School System. Periodic surveys are given to community members to assess the stakeholder satisfaction of our school district. A variety of parish generated surveys are used to determine specific needs of various programs. In addition, the district conducted formal surveys of stakeholders as part of the self-study using the AdvancED stakeholder feedback instruments. Parents, students, teachers, administrators/supervisors, support staff, and community members completed AdvancED surveys.

Stakeholders are included and involved in the "Jefferson Davis Parish School Family". Each school has an active School Improvement Team/Leadership Team and a parent-teacher organization/support group. Schools host a parent orientation before the school year begins and offers other opportunities for parents, volunteers, community members, and business partners to become involved in the education of our children through open houses, family nights, athletics, clubs and organizations. Community members serve on school and district committees. Members of the Jefferson Davis Parish School System participate in many community and civic organizations such as the Rotary Club, Kiwanis Club, Optimist Club, Lions Club, Chamber of Commerce, Women's Service League, Families in Need of Assistance, United Way of Southwest Louisiana, and the Jefferson Davis Parish Zigler Museum Association which fosters positive working relationships between schools and the community.

The Jefferson Davis Parish School System's strong leadership and governance makes it possible to achieve our mission: Jefferson Davis Parish School System will provide all students with educational opportunities to achieve success in a multicultural, global society and exemplifies our motto: Learners Today, Leaders Tomorrow.

Teaching and Assessing for Learning

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

Overall Rating: 3.25

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 • Survey results • Lesson plans • Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices • Posted learning objectives • Descriptions of instructional techniques • Response to Intervention (RTI) plans and schedules • Courses for Carnegie credit available for junior students • Grade Recovery Policies • GATES, Advanced Placement, Dual Enrollment, Jump Start Initiative, VoTech, and online courses • Walkthrough and Compass/CLASS observations • West End Instructional Center 	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.	Using data from student assessments and an examination of professional practice, system and school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none">•Curriculum guides•Common assessments•Standards-based report cards•Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices•Curriculum writing process•Products – scope and sequence, curriculum maps•Lesson plans aligned to the curriculum•Identification of students in need of Response to Intervention (DIBELS, Study Island benchmark assessments, District Common Assessments (DCA) in grades Pre-K - 2, Success Maker in all elementary grade levels) Rtl coaches assist teachers in providing appropriate interventions to struggling students. Teacher walkthrough observations entered for data analysis 2014-2015.	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers throughout the district plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none">•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•Findings from supervisor formal and informal observations•Examples of student use of technology as a learning tool•Student work demonstrating the application of knowledge•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•Professional Development (PD) and Professional Learning Community (PLC) meetings are based on the Teacher Needs Assessment, Principals' surveys, and COMPASS data.District PLC meetings - monthly modeled lesson for all core subject areas.	Level 3

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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 beyond classroom observation 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•Examples of improvements to instructional practices resulting from the evaluation process•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•District-level curriculum supervisors and school-level administrators conduct walkthrough observations, formal observations, and complete teacher evaluationsTeacher leaders provide support to new teachersDistrict monitoring of sites with newly hired administratorsSpecial education supervisor meets monthly with new teachersA Pre-K Facilitator/Coach works with individual Pre-K teachers twice a week to support teaching and learningDistrict/School-level Professional Learning Community meetings	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	All system staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels, content areas, and other system divisions. Staff members implement a formal process system-wide that promotes productive 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 are a part of the daily routine of all staff members. System personnel can clearly link collaboration to improvement results in instructional practice, system effectiveness, and student performance.	<ul style="list-style-type: none">•Common language, protocols and reporting tools•Agendas and minutes of collaborative learning committees•Calendar/schedule of learning community meetings•Professional development funding to promote professional learning communities•Evidence of informal conversations that reflect collaboration about student learning•Examples of improvements to content and instructional practice resulting from collaboration•Examples of cross curricular or program projects, interdisciplinary instruction, and classroom action research projects•A Teaching and Learning course is maintained on Blackboard and available to all district users. Teacher leader collaboration is supported through local funding.	Level 4

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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•Examples of assessments that prompted modification in instruction•Study Island was used by 4th - 8th grade lead teachers in science and social studies and 9th - 12th grade lead teachers in all core subjects to create district benchmark assessments. Study Island premade 3rd - 8th grade benchmark assessments were used for math and ELA. Student data reports are shared: Study Island, Success Maker, DIBELS, Fast Math, and Head Sprout, etc.	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•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices•District lesson plan template guide with samples Teacher leaders are charged with providing support to new personnel Special Education monthly meetings for new personnel Mentoring/coaching provided by school and district leaders Instructional materials are readily available on Blackboard	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, implemented, and evaluated at the system level and in all schools. Families have multiple ways of staying informed of their children's learning process.	<ul style="list-style-type: none">•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•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process•JCampus, Jeff Davis's data collection system, hosts a Parent Center, which has live data: grades, attendance, discipline, etc. ; available 24/7JCall is utilized to keep parents informed/reminded of school events and emergenciesSchoolWay/School Info Apps push out notifications to usersDistrict website includes links to school sitesParents are included on school and district committees: School Improvement, Discipline, Carl Perkins, Pupil Progression Plan, etc.Parent OrientationParent Center	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	School personnel implement and participate in a structure designed and evaluated by the system that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for 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•Description of formalized structures for adults to advocate on behalf of students•List of students matched to adults who advocate on their behalf•A homeroom teacher and school counselor are assigned to each student. School-based Intervention Team (SBIT) advocates for children in the learning process. School-wide Positive Behavioral Intervention Supports and System (PBIS) is in place on each campus.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers across the system use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented in all schools across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none">•Sample communications to stakeholders about grading and reporting•District quality control procedures including the monitoring of grading practices across all schools•Sample report cards for each program or grade level and for all courses and programs•Policies, processes, and procedures on grading and reporting•Jefferson Davis Parish Pupil Progression Plan (PPP) explains policy, procedures, and processes for grading. JCampus Gradebook is set to follow Jefferson Davis Parish grading policy in the PPP. Students in grades K-12 receive a report card/detailed progress report each six-week grading period and a progress report at every mid-six week grading point.	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the system's purpose and direction. Professional development is individualized based on an assessment of needs of the system and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none">•Evaluation tools for professional learning•Survey results•District quality control procedures showing implementation plan for professional development for district and school staff•District professional development plan involving the district and all schools•Every school year begins with summer professional development opportunities for all personnel, including new teachers. District and school-level Professional Learning Community (PLC) meetings. Following each district-level PLC meeting, a planning committee analyzes evaluation responses and plans for the next month's meeting. Schools have professional development plans, and agendas for meetings must receive district approval. Monthly principal and assistant principals' meetings Bank Days	Level 4

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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•Training and professional learning related to research on unique characteristics of learning•Data used to identify unique learning needs of students•Migrant and English as a Second Language services are provided by district certified personnel, who receive professional development related to their positions. Ongoing support is provided to teachers to meet the needs of students with specific learning disabilities i.e. autism, sensory processing disorder, etc. Gifted and Talented Educational Services (GATES) programs exist to meet the needs of accelerated learners. An RtI process is in place at each site and is part of each school's SBIT	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.

The Jefferson Davis Parish School System has numerous mechanisms in place to not only monitor and support teachers but also to ensure that every student across grade levels has the opportunity to reach his full potential. In an effort to support teachers, district-level personnel and school-level administrators conduct walkthrough and formal observations throughout the school year. Although year-long professional development is provided for all employees, additional support is provided for new teachers and administrators. An intensive induction program is designed to help new teachers adjust to the workings of the school system. New administrators' schools are monitored to support their efforts as they develop their cultures for learning. Monthly special education TEAM meetings are conducted to ensure that special education teachers remain abreast of IDEA requirements. School site teacher leaders provide guidance and support to all teachers, and instructional practices are consistently addressed through district and school-level Professional Learning Communities (PLCs). District priorities are based on teachers' and students' needs to ensure that effective teaching and lifelong learning remain at the center of all decisions.

District-level supervisors and school-level administrators conduct classroom observations to monitor student engagement and

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implementation of CCSS instructional shifts across grade levels and subject areas, including Pre-Kindergarten teachers who are part of the Early Childhood Community Network Pilot. Teachers work collaboratively to create instructional timelines, curricular resources, assessments, and sample lesson plans to support classroom instruction. These resources are available to all teachers in our district's Teaching and Learning course on Blackboard. Uniform grading policies, procedures, and processes are communicated through the Pupil Progression Plan. JCampus Gradebook is set to follow the Jefferson Davis Parish grading plan. Detailed student progress reports are disseminated every three weeks, and report cards are issued at the end of every six week grading period.

Year-long professional development provided by curriculum supervisors begins in the summer months. Content-specific PD is dedicated to addressing curricular changes, developing instructional plans, and revising instructional timelines. Time is also reserved to determine whether district common assessments continue to address the latest curricular changes and authentically inform instruction. For grades Pre-K to 2, rigorous district common assessments have been created and revised as curricula have evolved. Study Island is a CCSS-based assessment program which is used to create district common assessments for science and social studies and high school ELA and math courses that reflect the literacy and numeracy instructional shifts. Regularly scheduled, ongoing professional development at both the district and school levels provides opportunities for the analysis of assessment results to inform curricular and instructional decisions. Teachers collaborate at least twice a month in school-level PLCs to identify strategies to improve their instruction and increase student outcomes. Further curricular and instructional support is provided through a Teaching and Learning course that is maintained on Blackboard and available to all district users 24/7.

A collaborative culture exists within our parish as supervisors, administrators, and teachers work together to identify and meet the needs of both teachers and their students. Professional development occurs monthly at the district level for all school administrators, counselors, RTI personnel, and teacher leaders. During district PLC meetings, assistance and support are provided to address the ever-changing landscape of education in our state. Core subject area district educators deliver model lessons to demonstrate the implementation of CCSS instructional shifts.

Additional support is provided to teachers new to Jefferson Davis Parish. An intensive New Teacher Induction program is held to familiarize new teachers with policies and protocols for the classroom. The district has developed a district Lesson Plan Guide which contains a lesson template, instructional resources, and lesson plan samples to guide teachers in planning effective instruction for their students. New personnel meet with their curriculum area supervisors during the induction program to receive guidance and support. Every school site has mentors and teacher leaders who also provide support to new teachers.

In addition to addressing teachers' needs, Jefferson Davis Parish school system works diligently to provide differentiated programs and services that meet the needs of all students. Every school site has a Response to Intervention (RTI) period built in their instructional day to address the identified needs of students who are either not performing on grade level or to hone the strengths of students who are performing on or above grade level. An RTI coach is available in all Title I schools to assist and guide teachers with providing additional interventions to increase student achievement. The Study Island program is being used in all schools as a remediation and acceleration tool. Grade recovery policies are in place to ensure that students have sufficient opportunities to improve their performance in critical areas. Special education classes exist at all schools and provide specific help to students who have Individualized Education Plans (IEPs). Our School Based Intervention Teams (SBITSBLC) meet regularly with parents to identify and address the needs of students who may be exceptional.

Support is also provided to students who are identified as migrant and/or ESL (English as a Second Language) by certified and trained district personnel. West End Instructional Center (WEIC) houses a variety of programs to help struggling students remain on track for graduation. The Accelerated Program for Transition (APT) gives middle school students an opportunity to rejoin their cohort. A Diploma on Track (DOT) Program is designed for students who have difficulty in a regular school setting. A Home DOT Program is available in a hybrid form for students who cannot function in the West End Instructional Center setting either. Five vocational programs are offered at WEIC and include Certified Nursing Assistant (CNA), Pro-Start Culinary Program, Serve Safe and Customer Service, Computer Networking (Comp TIA

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A+), Four-Stroke Engines, and NCCER Electrical, Level I. These programs provide academic preparation and job skills training for students who plan to join the workplace. There is also an Alternative Program housed at WEIC to ensure that educational programs are not interrupted for students who have both short-term and long-term discipline consequences. Alternative program students with IEP's have specialized programs of education to meet their academic and behavioral/social needs.

Jefferson Davis Parish provides Gifted and Talented (GATES) enrichment for its most advanced students. Furthermore, Carnegie credits may be earned by junior high students prior to their admission to high school. As many as two and one half credits may be accumulated in the following courses throughout the parish at the junior high level: Health, Journey to Careers, Introduction to Basic Computer Applications, French I, Vocational Agriculture I, Family and Consumer Science I, and World Geography. Articulation and Dual Enrollment Agreements have been developed with SOWELA- Morgan Smith Campus and McNeese State University to provide students with post-secondary educational opportunities before they graduate high school. Tuition, transportation, and supplies are provided to students who attend SOWELA's Morgan Smith campus in Jennings, and tuition and texts are provided for students who take early admissions courses with McNeese.

Student success in Jefferson Davis Parish can be attributed to concerted efforts to not only engage families in their children's learning and keep them informed of their children's progress but also due to the personalized learning experience every child receives. Parent communication is maintained through handbooks, newsletters, school and district websites, automated calling systems, and school apps that send notifications and reminders to parents. Additionally, parents can remain informed of their children's grades, including specific assessments in each subject, attendance and tardy information, and discipline referrals, through the JCAMPUS Student Progress Center. If parents seek additional support, we have a Parent Center where parenting resources and curricular materials are available at no cost, and instructional learning devices can be borrowed. This center is staffed by two certified teachers who not only offer support to parents who visit the center but also make home deliveries of materials to families who do not have transportation.

Students are encouraged to take ownership of their behaviors and learning through Positive Behavior Interventions Support (PBIS) Programs at their schools. All JDP schools are identified as demonstration sites for PBIS and incorporate all components of the program to ensure that students understand the importance of reaching their full academic potential, attending school regularly, and following rules. School-level PBIS teams meet regularly to address specific student concerns. Positive behaviors are rewarded, and plans are in place for students who are on green, yellow, and tertiary levels of behavior intervention. School personnel coordinate efforts and make certain that students are recognized for their accomplishments in the classroom, on campus, and in the community through numerous activities and rewards programs. There is a Check-in, Check out Program for students who have difficulty following rules. Students in need of assistance and support have constant access to their school counselor, who is an integral part of the PBIS Team, and is there to advocate for them as well to provide support for behavioral and/or academic needs.

Teachers and students are supported in JDP, priority is given to meeting their unique needs, and we continue to work diligently to align our assessment practices across grade levels and courses to ensure teacher effectiveness and student learning. We have created and administered benchmark assessments using a variety of curricula and programs; however, we were uncertain of the alignment to Common Core State Standards in ELA and math. Because an assessment decision was not made in Louisiana until early October 2014, we decided to implement Study Island computer-based benchmark assessments for ELA and math students in grades 3-8. All other grade levels and courses created benchmark assessments from Study Island's question bank. Virtual Desktop Infrastructure (VDI) computer labs were installed on every school campus to enable students to complete computer-based assessments. We are in the early stages of Study Island benchmark assessment implementation and data analysis; therefore, the use of these assessment results to guide instruction is also in its beginning stages.

The Jefferson Davis Parish School System has always striven to remain current with Louisiana state requirements in regards to curricula for

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all grade levels and subject areas. Our district works diligently to provide a comprehensive program of study for all students including those both at risk and with special needs. Although numerous curricular changes at the state level have made it difficult to establish a consistent curricular plan in Jefferson Davis Parish, standards for student learning remain the focus of our collaborative efforts for improvement. We will continue to focus on priorities that affect teacher and student performance levels, including district and school Professional Learning Communities, Response to Intervention plans, PBIS efforts, student engagement, differentiated instruction, and Common Core State Standards. By implementing a process to use multiple measures to inform instruction in a timely and deliberate manner, we hope to have all students reach their full potential.

Resources and Support Systems

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

Overall Rating: 3.62

Indicator	Statement or Question	Response	Evidence	Rating
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	Clearly defined policies, processes, and procedures ensure that system and school leaders have access to, hire, place, and retain qualified professional support staff. System and school leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement throughout the district. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the system, individual schools, and educational programs.	<ul style="list-style-type: none"> •District budgets or financial plans for the last three years •District quality assurance procedures for monitoring qualified staff across all schools •School budgets or financial plans for last three years •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 •Administration attends College Job Fairs/Teach Louisiana web site and local web site and newspapers. JDP hosts an annual teacher Job Fair Formal Staffing Processes Budget HQ staff Documentation High Demand steps in pay High Retention Rate Financial assistance for critical shortage areas 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is fiercely protected in policy and practice in all schools. System and school leaders exhaust every option to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and school leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the purpose and direction of the system and its schools.	<ul style="list-style-type: none">•Examples of school schedules•District quality assurance procedures showing district oversight of schools pertaining to school resources•Examples of efforts of school leaders to secure necessary material and fiscal resources•Survey results•Examples of school calendars•Alignment of school budgets with school purpose and direction•Alignment of district budget with district purpose and direction•District strategic plan showing resources support for district•E-Grant cooperative budgetingAlignment of all resources with DIPCoordination of district school schedulesCoordination of district PGP/SLTDistrict Timelines	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	System and school leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with all stakeholders. All system and school personnel as well as students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<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•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	Level 4

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">•District quality control procedures showing the monitoring of compliance with district expectations for school facilities, learning environments•Policies, handbooks on district and school facilities and learning environments	Level 2

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">•Evaluation procedures and results of education resources•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	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	The system provides a modern, fully functional technology infrastructure, state-of-the-art equipment, and a highly qualified technical support staff to meet the teaching, learning, and operational needs of all stakeholders throughout the system. System and school personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.	<ul style="list-style-type: none">•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•District quality control procedures that monitor the effectiveness of technology services at the district-level and school-level•Assessments to inform development of district and school technology plans•Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness•Examples of school-level technology plans and budgets to improve technology services and infrastructure to students and staff	Level 4

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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 designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of each student in the system. Valid and reliable measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly and comprehensively evaluate all programs. Improvement plans related to these programs are designed, implemented, and evaluated 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•Examples of improvements made to education program and delivery models based on results of program effectiveness evaluations•Social classes and services, e.g., bullying, character education•List of support services available to students	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	The system has designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students and then selects or designs and implements programs to meet the needs of each student in the system. Valid and reliable measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly and comprehensively evaluate all programs. Improvement plans related to these programs are designed, implemented, and evaluated 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•Budget for counseling, assessment, referral, educational and career planning•Description of IEP process•Description of referral process	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.

Jefferson Davis Parish recognizes that an outstanding school system is largely dependent upon the successful recruitment, employment, and retention of highly qualified and talented personnel. To accomplish this, the district provides salaries higher than surrounding districts, maintains excellent working conditions, provides employee support, maintains manageable student to teacher ratios, and provides ongoing professional development.

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development in programs specifically designed for new teachers. Jefferson Davis Parish has a long established staffing procedure to fairly and equitably staff teaching positions at all schools. The staffing formula ratio for teachers to students in grades K through three is 20 to 1 and the staffing ratio for grades four through twelve is 25 to 1. Our staffing formula also takes into consideration growth trends, historical data, school physical and personnel challenges. We complete staffing meetings with principals no less than twice a year to confirm needs, growth trends, instructional goals and school challenges. We have also created an Excel staffing sheet in which principals can place their data and accurately determine their yearly allocations.

Most of the state university teacher training programs have teacher recruitment job fairs in sequential order twice a year. This allows districts the opportunity to visit all programs during the same week in the spring and fall. The district Assistant Superintendent recruits at most of the state universities. Jefferson Davis Parish recruits most teachers from McNeese State University and the University of Louisiana in Lafayette due to their proximity to the district. These efforts are combined with advertising on the website, a district led teacher job fair, newspaper advertisements and utilization of the state department job placement website supported by the Louisiana Department of Education. The Assistant Superintendent also attends state personnel conferences and monthly regional personnel director's meetings to discuss personnel matters.

Instructional time is fiercely protected by policy and practice. All master schedules meet or exceed state mandated instructional minutes and all schools have added additional time for Response to Intervention. Professional development activities are coordinated with school and district goals.

Each school has developed comprehensive handbooks that continuously change and improve each year. These handbooks provide clear and comprehensive definitions and expectations for maintaining a safe, clean, and healthy environment. The procedures and practices are diligently applied by school staff to maintain an efficient environment. The Positive Behavior Intervention and Supports program provides a framework of creating positive behavioral expectations, positive behavior training, and a Book of Products that each school maintains for evidence of this positive approach. All principals are observed twice a year with a state Compass Leader Observation Rubric and we conduct internal monitoring on four schools a year. Each school also receives random visits by appropriate Department of Health, Fire Marshalls, local and state auditors.

The Jefferson Davis Parish Library Media Program supports the mission and goals of the district and promotes the development of skills and attitudes that prepare students for lifelong learning in an information rich society. All students need to read, view, listen, and communicate individually and collaboratively, using traditional and technological resources for ideas, information, and personal development are provided.

A balanced and diverse collection of print, non-print, and electronic resources supports the curriculum and state standards and are available in each school library. The district recently upgraded all libraries to Book Systems Atrium which is a web-based program for circulation, cataloging, and inventory. On each school's Atrium home page, links are provided to several resources including World Book Online, World Book eBooks, and Book Finder. The district librarians have also partnered with the Jefferson Davis Parish Library in order to interchange services and provide optimum assistance to students, parents, teachers, and community. OPAC (Online Public Access Catalog) also provides an online database of materials and includes author notes, publisher reviews, excerpts, summaries, etc. Another resource available through the library is Renaissance Learning's Accelerated Reader Enterprise, which is a web-based program that supplements the reading curriculum in all grades. The LYRC (Louisiana Young Readers Choice) program is promoted in all schools. LYRC allows students to cast ballots for favorite books using official voting machines. All of the libraries in the district are equipped with an interactive white board, student computers, and iPads. Flexible access to the media center is available before school and throughout the day which accommodates all members of the school learning community.

The library center is staffed with one certified media specialist, with the exception of one school which has two. These positions are highly coveted by personnel within the district resulting in minimal need for replacement. Librarians participate in professional development

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available at the district, regional, and state levels. They also manage financial resources as they are allocated monies twice a year for books and supplies. All libraries in the district supplement their programs with book fairs and other fundraisers such as collecting Community Coffee labels and Box Tops for Education.

Duties of the librarian media specialist are extensive and varied among schools. Librarians collaborate with general education teachers and teach lessons correlated to the state standards. All of them teach library lessons to classes on a daily basis, while several are utilized to teach classes commensurate with their highly qualified certification, e.g., ELA, BCA, etc. Most librarians are the school's PATT (Practical Applications Through Technology) representative. This group meets monthly and redelivers to their teachers the techniques and strategies presented. Other duties might include Study Island site administrator and Rtl teacher for interventions. Library Clubs are active and some members are state officers. Some of their activities have included assisting with the fishing rodeo with the Veteran's Home, Christmas boxes for underprivileged children, the Rice Run, Melissa Doise Walk (cancer awareness), and Food Net.

The technology department is modern, fully functional, and meets the teaching, learning, and operational needs of the stakeholders. District personnel develop and administer needs assessments and use the resulting data to develop and implement a state approved technology plan to improve technology services and infrastructure.

While decreased funding has caused several challenges in the recent years, we have maintained our technology infrastructure. In planning for future technology challenges, we have recently installed VDI labs in every school for a total of 26 labs. This upgrade will fundamentally transform teaching and learning in the schools throughout Jefferson Davis Parish.

To maintain 780 VDI computers in 26 labs and over 2000 stand-alone computers, the technology department employs five repair technicians and one network technician. The staff utilizes a work ticket system for monitoring repairs where a designated teacher or other staff member reports computer issues directly to the Tech Center secretary and then the repair staff is dispatched to the site or repairs the computer using remote management tools.

In addition, our technology team also consists of the District Technology Coordinator and the Curriculum Technical Assistant. They provide guidance in purchasing technology hardware and services, support to end users for general software questions, password recovery, and integration of technology into instruction.

Trainings are offered several times each month after school for employees to learn new technology or new ways to use existing technology. In addition, Practical Applications Through Technology (P.A.T.T.), a collaborative team of teachers from each school meets each month at the Tech Center for technology training. P.A.T.T serves as an avenue to introduce technology instructional ideas to the schools as each school representative returns to their school.

Each school implements a productive School Building Intervention Team that regularly meets to discuss the emotional, educational, and social needs of students while the Response to Intervention initiative is designed to provide a universal design for learning for all students. The system has designed and implemented a process to determine the counseling, assessment and referral educational and career planning needs of all students.

One of the greatest challenges facing Jefferson Davis Schools is the challenge of employing systematic, long range, strategic planning for the future under the ever changing landscape of the state department of education. Managing with increased operating costs and a stagnant MFP, preparing for Common Core Shifts, computer assisted assessments, and facing vocational instruction challenges of the Jump Start Initiative makes long range planning exceptionally difficult. The uncertainty of this guidance leads the district to proceed with caution and precise action.

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: 2.8

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 •Documentation or description of evaluation tools/protocols •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 •Evidence that assessments are reliable and bias free 	Level 3

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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•District quality control procedures that monitor schools in effectively using data to improve instruction and student learning•List of data sources related to district effectiveness•Written protocols and procedures for data collection and analysis•Examples of changes to the district strategic plan based on data results•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	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">•Documentation of attendance and training related to data use•Survey results•Training materials specific to the evaluation, interpretation, and use of data	Level 2

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

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

Using Results for Continuous Improvement

Jefferson Davis Parish system and school personnel maintain and use a comprehensive assessment system that produces data from multiple measures. The following standardized assessment data are used to gauge student learning and performance at both the district and school levels: Louisiana Educational Assessment Program (LEAP), Integrated Louisiana Educational Assessment Program (iLEAP), End of Course (EoC), EXPLORE, PLAN, and the American College Test (ACT). These tests are aligned to Louisiana academic standards and measure if students have gained the knowledge and skills for their grade level. The data from these comprehensive assessments ensures

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consistent measurement across classrooms, courses, and our educational programs. Data from these assessments are annually evaluated and used to improve instruction, student learning, and the conditions that support learning.

In addition to annually administered standardized assessments, Jefferson Davis utilizes a host of other research based assessments, many of which are computer assisted instruction programs, which reliably measure student learning and produce data for continuous improvement. These assessments include content area benchmarks in Study Island; reading assessments in HeadSprout, Accelerated Reader, STAR, and Read Naturally Live; reading and math assessments in SuccessMaker, Developmental Skills Checklists (prekindergarten and kindergarten), and locally developed district common assessments; and teacher-created assessments in Enhanced Assessment of Grade Level Expectations (EAGLE) developed by the Louisiana Department of Education.

As a result of the annual review of the district's comprehensive assessment program and information gained through state-led district planning calls, our system purchased Study Island for the 14-15 school year to facilitate district benchmark assessments in the core content areas. In prior years the state's EAGLE assessment system was used to create and deliver core content benchmarks, but an overhaul of the system with an uncertain timeline for completion led to the transition to Study Island. Benchmark assessments are given three times during the year: August, January, and April. Between benchmarks, Study Island is used as a resource in the Response to Intervention process.

Data obtained from all assessments are gathered, analyzed, and used to drive our Response to Intervention process. All schools have instituted a protected amount of time during the school day in which instructional gaps are addressed.

Our district also utilizes the Louisiana Department of Education's data management system, Compass Information System (CIS). Reports are obtained to inform the district about the alignment of student growth versus teacher instructional practice. These reports support the use of district and school effectiveness in aligning teacher performance to student assessment results.

The Jefferson Davis School System uses systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources. These data sources are used to assist staff, students and stakeholders to create and implement improvement plans that are geared to facilitate the improvement of classroom instruction and ultimately improve student achievement.

District monitoring teams visit schools on a rotating basis to review instruction and student learning. These visits include collaborative communication and feedback between district and school personnel in efforts to improve system effectiveness. Included components of this district monitoring process are analyses of professional learning communities, Response to Intervention school structures, as well as data driven goals and a vision for achievement. All schools complete self-assessments and consult with district administrators to identify any areas of need.

Our district improvement plan is developed to address weaknesses revealed from the data collected from monitoring, school self-assessment surveys, and student achievement. The plan was revised this school year to address weaknesses and to be in full alignment with the Louisiana Department of Education's focus areas. Those focus areas are: school leader and teacher learning targets, assessment/curriculum, school and teacher collaboration, observation and feedback, and pathways to college and career. All objectives in the district improvement plan are measurable and evidence of attainment will come from analysis of state assessments, Compass Information System, walkthroughs, RTI & PLC evaluation checklists, Study Island data reports, and CLASS observations. As school improvement plans are aligned to district improvement plans, so are both leader and teacher learning targets written to align with school weaknesses as determined by assessment trend data and initial Study Island benchmark assessments. This was purposeful to create more leverage in our improvement efforts.

Ongoing data analysis communication and training is provided. The school district utilizes a systemic approach of collaboration and communication to facilitate the development of improvement plans, maintain alignment, and maximize continuous improvement efforts. There are weekly central office staff meetings, monthly principal and assistant principal meetings, monthly counselor meetings, as well as monthly district professional learning community meetings. In addition, meetings and data training sessions are held periodically each year

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for district and school administrators, teachers, counselors, etc. to review any relevant district, school, and/or individual data. These sessions are geared to assist schools in developing action plans aligned to weaknesses and needs. At the school level, School Improvement Team meetings and Professional Learning Communities' agendas reflect analysis of student performance data and progress toward School Improvement Plan (SIP) goals.

At the annual School Improvement Plan training all pertinent data is made available for analysis and school leadership teams are guided in completing a comprehensive school improvement plan. Examples of the data provided by subject and grade used to determine overall school and district strengths and weaknesses include state assessment trend data, ACT, EXPLORE, PLAN, DIBELS, percent proficient, percent correct, students with disabilities, subgroups, graduation index, graduation rates, etc.

Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data. When new systems are adopted a comprehensive implementation plan is developed which includes training in the use of data. This year a number of new programs are being implemented so administrators, teachers, and paraprofessionals have been provided training in Teaching Strategies Gold and Classroom Assessment Scoring System (PreK), Study Island, and SuccessMaker 7.0. Ongoing training sessions are provided to paraprofessionals facilitating special education programs and the SuccessMaker lab. Likewise teachers continually work with data and learn from one another within the PLC process with assistance available from instructional coaches, administrators, and district supervisors.

Jefferson Davis school system continuously participates in data analysis to determine readiness for and success at the next level. A number of formative assessments serve as screeners and are used to determine students' readiness for learning, form groups for intervention or acceleration, and monitor progress. Examples include T. S. Gold, kindergarten readiness test, DIBELS, STAR, Accelerated Reading, Study Island benchmarks, district common assessments, Explore, and PLAN. Each school implements a Response to Intervention (RTI) plan aligned to district guidelines and managed by teacher-led Professional Learning Community (PLC) teams. PLC leadership teams and teacher teams systematically use data to drive and direct continuous improvement. A number of strategies and programs are used in the RTI process to differentiate instruction and address gaps such as small group instruction/workshop, grade recovery, SuccessMaker, Head Sprout, Read Naturally, Accelerated Math, Study Island, and ACT prep. Data from interventions as well as progress reports and six weeks report cards indicate improvement. Each school's School Building Intervention Team uses the policies set forth in the district's Pupil Progression Plan and a process for reviewing individual student data to determine readiness for the next level and make placement decisions.

District leaders and school leaders monitor comprehensive information about student learning, system and school effectiveness and the achievement of system and school improvement goals. Notable is the various means by which this information is disseminated to stakeholders within the school system and outside the school system.

The District Improvement Plan is at the forefront and drives all actions. Stakeholders are continuously reminded of our improvement plans. Not only is it on our website, but it is also brought to light at each District PLC prior to focus lesson presentations. Educators are made aware of all levels of performance through beginning of the year collaboration and celebration activities and planned professional development throughout the school year. Even student stakeholders are provided an opportunity to receive feedback and provide input at an end-of-year panel discussion.

Comprehensive information about student learning, school performance, and achievement of the system is readily shared with families as well. School open houses, parent orientations, data walls, newsletters, news interviews and newspaper reports, district & school websites, School Report Card issued by the Louisiana Department of Education, Student Progress Center, six weeks reports & summary reports from state assessments, and parent conferences are some ways in which we distribute information regarding overall achievement for students, schools, and the system overall. Always seeking to connect with more families, schools also use the JCall phone system, email, and

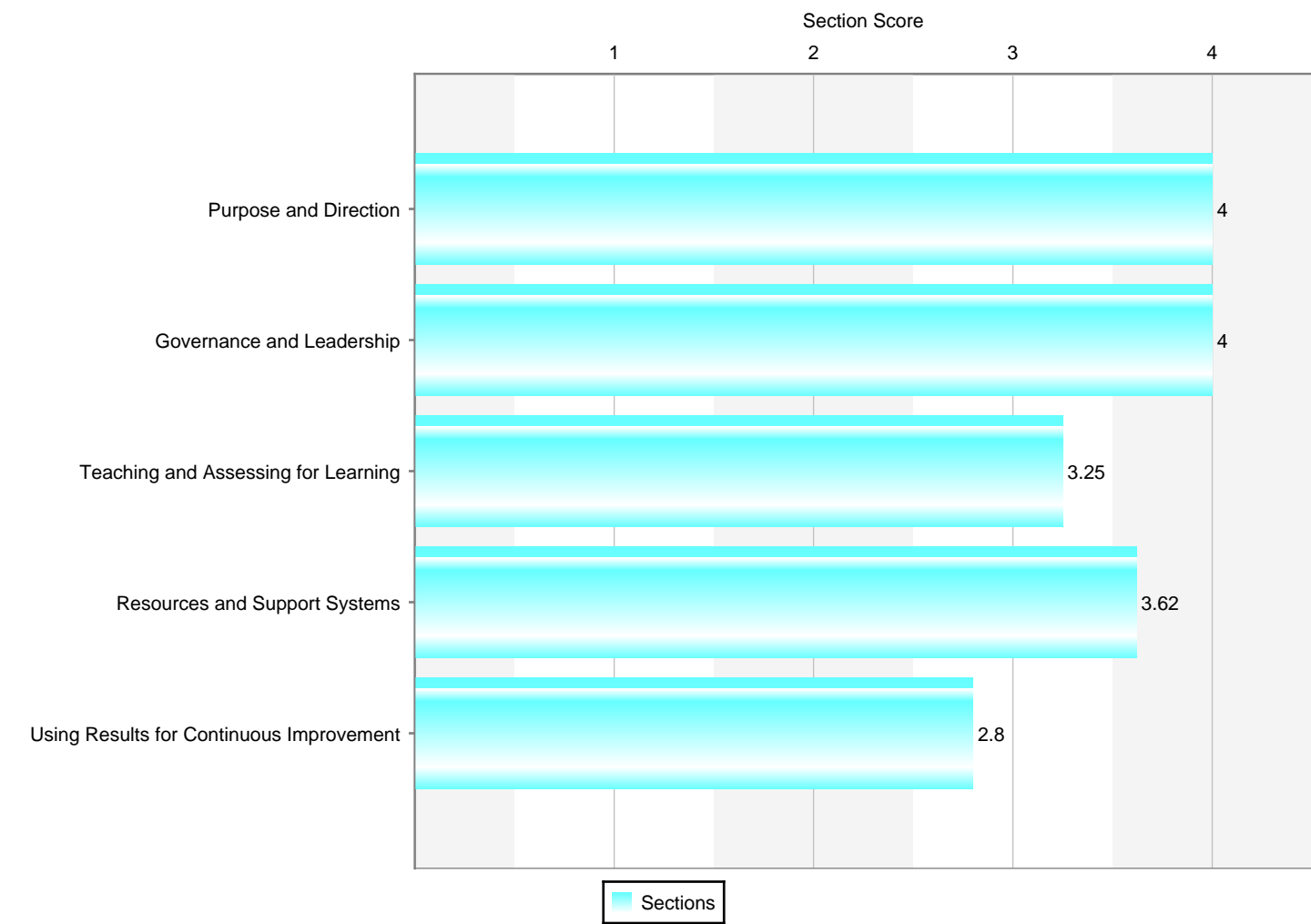
notification applications such as SchoolWay and School Info App. The effort to spread the good news about Jefferson Davis schools even extends to recruits at university job fairs using a publication titled Why Jeff Davis Parish.

Jefferson Davis has strong structures in place that facilitate assessment and the use of assessment data to track student learning along with various avenues to communicate this information to stakeholders.

To sustain the areas of strength, high-yield frameworks and processes will continually be implemented and refined. such as leadership meetings, assessment calendars, school improvement plan workshops, cycles of school monitoring, data analyses at all levels including PLC teams, and monthly district professional learning community meetings. To build the capacity of professional and support staff in the interpretation and use, a survey will be done to determine specific needs and develop action plans.

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	A Stakeholder Feedback Data Document was completed offline and is attached below.	Stakeholder Feedback Worksheet District Stakeholder summary by Standard District Stakeholder Summary by Indicator District Stakeholder Summary

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	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	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). 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 well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

Jefferson Davis Parish Diagnostic Survey Scoring Summary report for Indicator 2.5: Leadership Engages Stakeholders Effectively in Support of the School's Purpose and Direction, is the overall highest recorded level of satisfaction. The overall average was over 3.5.

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

Although a trend would be difficult to determine as we have not utilized these particular AdvancEd surveys and do not have this particular data for comparison purposes. We did however complete similar AdvancEd surveys in 2008 and we currently complete yearly stakeholder surveys for other federal and local, and parent involvement programs. Our approval rates for these services have always been outstanding.

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

Findings that parents are overall very satisfied with the education their children receive in Jefferson Davis Parish have been confirmed on previous internal, state, and federal Performance Based Monitoring efforts. Two previous Performance Based Monitoring results by the state, the last in 2012, to determine the satisfaction rate specifically with parents of students with disabilities and parents whose children receive Title I services provided extremely positive results.

Parent feedback data used in developing school and district improvement plans have historically come from two sources. A Title I parent survey performed annually, and on a three year cycle is the parent survey from the Louisiana Needs Assessment (LANA). Since LANA is no longer a required format for developing improvement plans, we are contemplating transitioning to the AdvancED surveys for our parent, student, and staff attitudinal data.

Areas in Need of Improvement

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

According to the Diagnostic Scoring Summary Indicator 5.2: Professional and Support Staff Continuously Collect, Analyze, and Apply Learning from a Range of Data Sources is determined as the lower score of the two indicators. It should be noted however that the overall average was still 3.25 out of a 4.0 scale.

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

There is no evidence of a decreasing trend toward stakeholder satisfaction or approval.

What are the implications for these stakeholder perceptions?

Although we are very pleased with the overall averages of stakeholder satisfaction, there is still much work to be done to continue our areas of perceived strength and to improve the areas that are perceived to be not as strong. Much of the overall school information was extremely pleasing, however when looking at a breakdown of the individual surveys there were some areas that caught the attention of the District Planning Committee. The District Planning Committee took the breakdown of perceptions of our elementary stakeholders and discussed the results to better understand them and to develop a plan for improvement. The District Planning Committee reviewed the responses of the elementary students and determined that elementary students were concerned about respect for their property and respect afforded to them particularly by other students. Because our district has such a strong Positive Behavior and Instructional Support program and a strong discipline program this finding was enlightening.

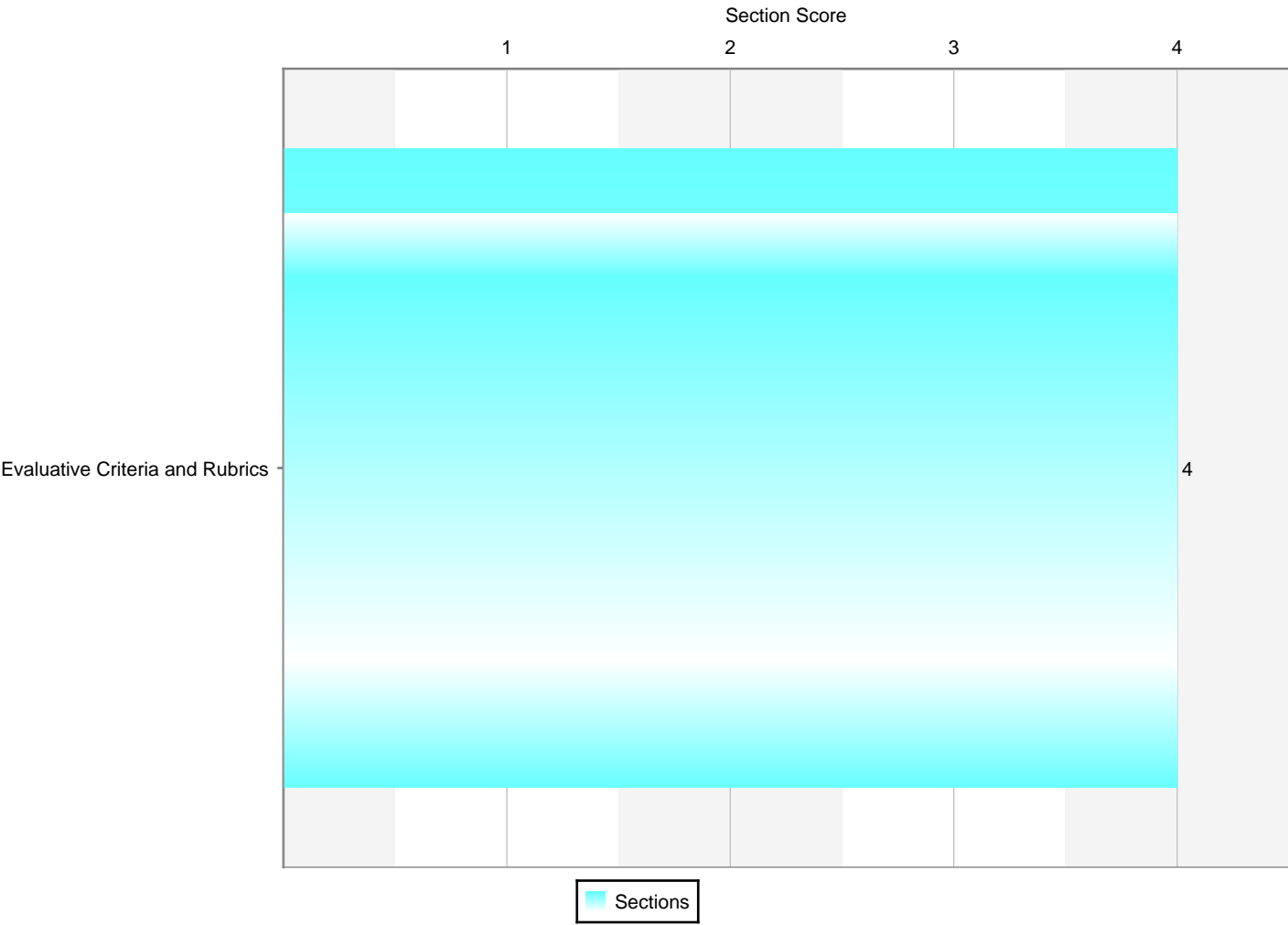
The District Planning Committee immediately hypothesized the etiology of the perception and created tangible plans in an effort to improve the perception. Action steps were included in the 2014-15 District Improvement Plan to address this area.

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

These findings were not consistent with any previous stakeholder survey efforts which we attributed to the different format of the AdvancEd surveys. Because we were able to determine a concern from a stakeholder group which was not detectable in any previous survey efforts, there is now strong consideration to continue the AdvancEd surveys district wide each year in the future. The ease of administration and the program's ability to aggregate the data and provide it in a report format is convenient. The format, content and results of the survey also provide very accurate and timely information.

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	The Student Performance Data Document was completed offline and uploaded below. Also uploaded are copies of district assessments used to align goals and make district student performance decisions.	2014 Needs Assessment 2014 iLEAP AVG% 2012 iLEAP AVG% 2013 LEAP EoC AVG% 2014 LEAP EoC AVG% 2013 iLEAP average JDP District Summary Results JDP Student Performance Diagnostic

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?

Jefferson Davis Parish is above state averages in ELA and Math proficiency rates on state wide assessments in grades third through eighth and high school. Additionally, the overall Assessment Indices for all tested grades increased.

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

The areas that show positive trends in performance across the district are third grade math proficiency, fifth grade social studies proficiency and eighth grade science proficiency.

Which area(s) indicate the overall highest performance?

The areas which indicate the overall highest performance are the proficiency levels in third grade Math, fourth grade ELA, fifth grade Science and Social Studies, and seventh grade Math. Each of these subjects represent student attainment of at least 80 percent proficiency.

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

Students with Disabilities showed an increase in percent proficient trend data in Math. Also elementary African American students Math scores show an increase in student performance district wide.

Between which subgroups is the achievement gap closing?

The performance of all subgroups showed a modest decline of the achievement gaps.

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

The reported findings are consistent with other assessment data available to the district. Our state provided Report Cards, Assessment Indexes, and School Performance Scores are reflective of the findings of the student performance data.

Areas in Need of Improvement

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

The district areas below the state expected levels of performance include fourth, sixth, and eighth grade math constructed response percent correct, and fifth and seventh grade math and ELA constructed response percent correct.

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

A negative trend was noted in United States History End of Course percent proficient.

Which area(s) indicate the overall lowest performance?

The overall relative lowest areas of performance are eighth grade math, Algebra I, and Geometry assessment index comparison. The ACT index was also an area of weakness when compared to previous performances. It should be noted that this was the first year that all eleventh grade students were required to participate in the assessments.

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

The subgroups that show a trend toward decreasing performance are African American and Economically Disadvantaged student's performance on Social Studies proficiency.

Between which subgroups is the achievement gap becoming greater?

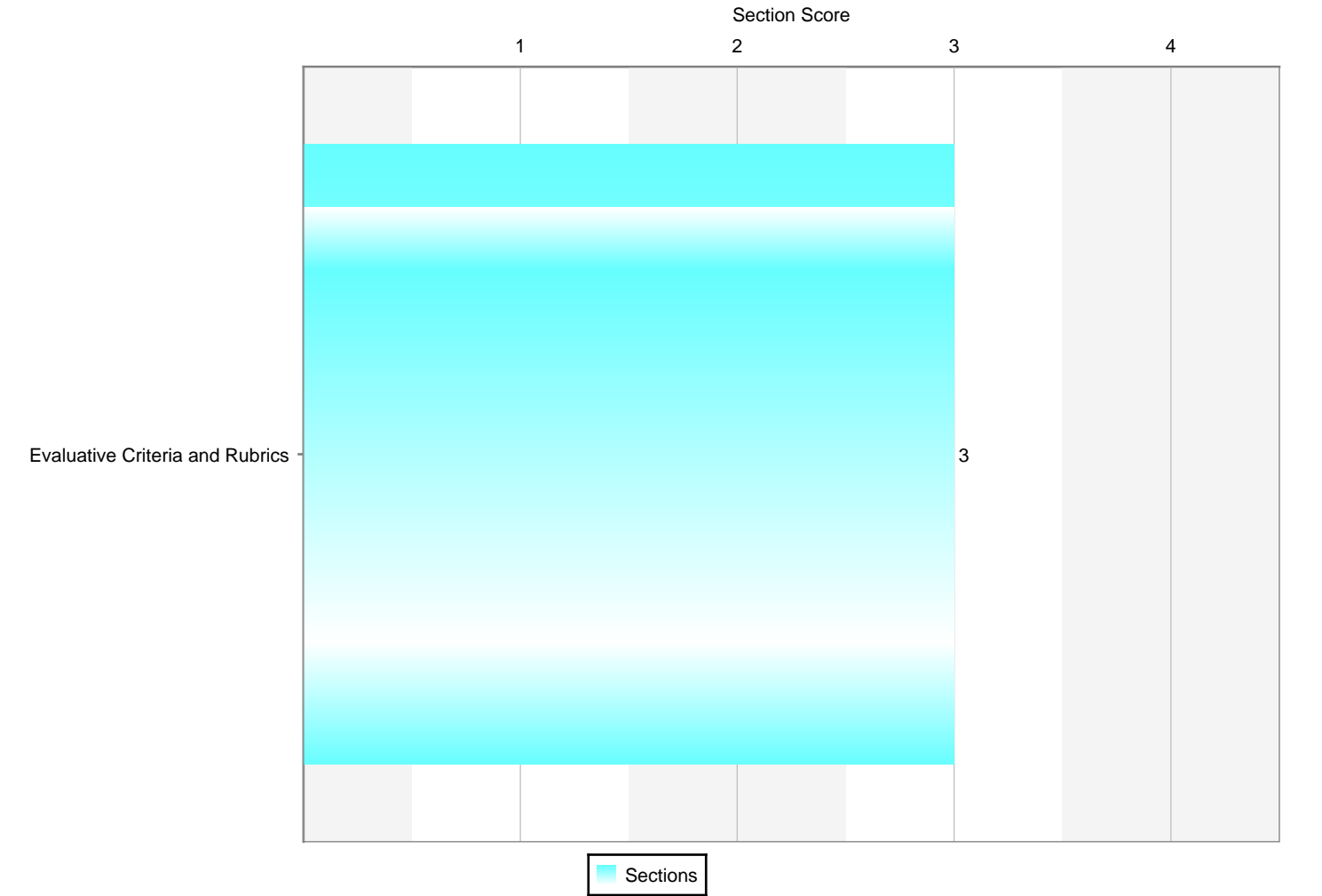
The math performance of African American students in grades eighth and above continues to be an area of concern. Their overall performance at these grade levels is consistently below the forty percent proficiency rate.

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

The overall math performance results are consistent with the results of local data.

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.	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: <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		

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

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	Attached is the 2014-16 Jefferson Davis Parish District Improvement Plan.	JDP District Improvement 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		