Accreditation Report

Cocke County High School
Cocke County School System

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Executive Summary
Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school 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, and the kinds of programs and services that a school implements to support student learning. The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.
Cocke County High School (CCHS) is a campus serving 1250 students (membership) in grades 9-12. There are approximately 92 professionally licensed staff (some are part time at the campus). We serve a rural setting in far eastern Tennessee located in a town (Newport) with a population of 7,250 people. Cocke County has a population of about 35,000. The county, town, and school demographics have remained fairly constant in recent years. The city and county have received grants for enhancement and beautification in the last few years. A city riverwalk project and walking trails throughout the city assist residents and tourists when moving about the area. The population of the area is 96% white/Caucasian, 2% black, 1% Hispanic, and 1% other minorities. The median household income is around $25,000 with well over a majority of the population living in rented or government housing. In addition, the community has approximately 13,760 families with an average family size of 2.4. Approximately twenty-one percent of the people living in Cocke County are classified as below the poverty level. The percentage of residents with school-age children remains constant at approximately 35%.

Jobs are predominantly labor related. For our high school graduates, there are few desirable employment opportunities which do not encourage them to remain in the area. There is a city governed school serving grades K - 8 whose students typically transfer to CCHS for grades 9-12. There are nine county governed K - 8 campuses of which six primarily feed students into CCHS. Poverty and entitlement programs are challenges to overcome in Cocke County. Overall, the population of Cocke County is predominantly of low income with relatively low educational levels. Approximately 38% of our county's population are high school graduates, and approximately 4% are college graduates. Unemployment in Cocke County is approximately 12%.

Cocke County contains numerous entities reaching local, regional, state, federal, and international interests. A few county businesses trade with countries outside the U.S.A. There are federal and state parks within the county. Recreation, light manufacturing, and service organizations are the dominant employers in the county. Several national chain-store operations are present in the area to provide food, goods, and services.

While there are no institutions of higher education in Cocke County, there are a number of colleges and universities, vocational and technology schools in eastern Tennessee near the county seat of Newport. The University of Tennessee, Knoxville, East Tennessee State University, Carson Newman University, Walters State Community College, Tusculum College, Tennessee Technology Center, and ITT Tech, as well as many other technical/trade schools, are located in close proximity to Newport.
School's Purpose

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

Purpose Statement - The purpose and direction of Cocke County High School are to provide a comprehensive instructional program for our students to obtain maximum growth and development so they can achieve post-secondary success. Our school is charged with identifying strengths and weaknesses for each student in order to build an educational program to meet the needs of all students. Further, the school is responsible for continually reviewing all assessment data from local, regional, and state resources while also gathering input from students, staff, and community to improve the programs at Cocke County High School.

Vision Statement - Cocke County High School will be known as an example of educational excellence that;
- produces graduates who have the skills, abilities, and attitudes to succeed as productive citizens,
- develops a mindset for life-long learning,
- demonstrates high standards and expectations for all school personnel,
- maximizes the use of all resources available to the school,
- fosters goals and values which are embraced by all stakeholders, and
- recognizes and rewards superior performance.
All members of the CCHS community will support each other in the pursuit of these common goals; will be respectful of themselves and each other as well as their school and of education itself; and will strive to meet the needs of all students while challenging them to think critically, act responsibly, and perform successfully.

Mission Statement - The mission of Cocke County High School is to lay a foundation for lifelong learning and to prepare students with the intellectual and social skills to become contributing and responsible citizens engaged in careers in keeping with their abilities and opportunities.

Beliefs - Student learning is the chief priority for the school.
- Clear goals and high expectations for student achievement should guide the development of the curriculum and the design of instructional strategies and learning activities.
- Students need not only to demonstrate their understanding of essential knowledge and skills but also to be actively involved in solving problems in meaningful contexts and producing quality work.
- Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.
- Carefully constructed assessment tools, representing a variety of domains, are essential to ensure that students have the necessary skills and attitudes for future endeavors.
- Instructional decisions should be based on assessment data which is aligned to standards based curriculum.
- Cultural awareness increases not only students’ understanding, but also their respect of different peoples and cultures.
- Each student is a valuable individual with unique physical, social, emotional, and intellectual needs.
- Mutual respect among and between students and staff fosters positive relationships.
- A safe, physically comfortable environment promotes student learning.
- Parents and the community share the responsibility with teachers and administrators for advancing the school's mission.
- The role of the educator is unsurpassed in importance. Students should be provided with caring and dynamic educators, knowledgeable in their fields of instruction.
The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners.

Effective school-based decision-making and policy development involves collaboration among staff, students, parents, and community members.

School Motto: Using School initials - CCHS;
-Come to School
-Choose Wisely
-Have Respect
-Show Responsibility

The school embraces the Mission, Vision, Beliefs, and Motto statements. Each of these is the result of a collaborative effort by school personnel. The addition of more rigorous courses and the deletion of remedial courses have promoted the higher expectation level at CCHS for all students. The College Board recognized CCHS last spring as one of only four schools in Tennessee that added Advanced Placement courses and increased participation in those courses. CCHS has added a strong Professional Learning Communities component to the 2013-2014 school year which identifies and targets areas in need of improvement in programs and individual students. CCHS has developed and implemented an individualized, targeted professional development program for all teachers to promote successful program development. The school is now making all decisions based upon how it impacts instruction and student growth.

Cocke County High School has added some programs that have already positively impacted our school. More dual-enrollment classes are being taught or considered/planned. Teachers are being hired to complement the plans for increasing opportunities for students. We added a second foreign language in the last two years so that students could compete on a larger scale. The current teacher of that program is a native to West Africa. He brings a cultural perspective to the learning of the French language. We are currently piloting two advanced programs for mathematics instruction. One is for lower-performing mathematics students. Skills learned in this course allow students to test out of remedial math courses at post-secondary institutions in Tennessee and provide them the chance to take the tests and receive removal of college requirements for remedial mathematics. The other program teaches more advanced math skills with an option to test for a college math credit toward graduation.
Notable Achievements and Areas of Improvement

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

CCHS has been recognized recently for improvements to the school climate and instruction. The local community has increased its attitude toward the school as an instructional facility. Students, parents, and community members are sharing the news about the improved quality of our school. Local newspapers are reporting the successes of our students. Athletics, NJROTC, FCCLA, Choir, Band, HOSA, Skills USA, and FFA are winning district, area, region, state, and national competitions. In addition, we have one of our Career Technical classes in partnership with Dollywood for the restoration of automobiles. We have students winning All-American Scholar awards, Roan Scholarships, and military scholarships. The amount of scholarship monies awarded to CCHS students has substantially increased over the last three years. As previously mentioned, CCHS was recognized as an AP School of Distinction for growth in AP class offerings and AP participation by students. The CCHS graduation rate is increasing each year, and 2012-2013 showed growth in ACT scores for the first time in four years. Finally, a Principal’s Council of Teachers and a Principal’s Council of Students was organized last year providing input on school improvement from two different perspectives.

During the past three years CCHS has had the opportunity and the honor of serving several foreign exchange students from Brazil, Austria, Norway, China, Vietnam, and Japan. In addition, CCHS is fortunate to have one of its own teachers serving as a Common Core Coach and one teacher has served as an AP Human Geography reader for two consecutive years.

We are pleased with the leadership demonstrated by our students in various clubs and organizations including, but not limited to, Student Council, FBLA, FCCLA, and Key Club in which they participate in various service projects for Relay For Life, Ronald McDonald House, and the local Bread Basket to name a few. In addition, Cocke County High School now has an on-site nurse, a change that has occurred in the last three years, to address many of the physical needs of our students. This current school year, we have also partnered with Helen Ross McNabb and have an on-site licensed therapist available for many of our students’ emotional needs. We also have students participating in Tusculum College’s Upward Bound and Talent Search programs as well as Walters State Community College's WIA Youth program. In addition, for the past several years the Cocke County High School Beta Club has hosted a "Salute to Veterans" on Veterans’ Day. Along with the cooperation of several school clubs and organizations including the CCHS Choir, Band, and ROTC, Cocke County High School students have paid tribute to our local veterans with a program followed by lunch provided by local businesses, parents, and community members. This year alone over 120 veterans and their families attended the program and the luncheon.

CCHS has facilities that serve the students and programs well. A tornado occurred in the spring of 2011 that did major damage to parts of the campus. Consequently, the gymnasium and roofs at CCHS have been renovated, repaired and updated greatly. Windows were added throughout the main building that have increased energy efficiency and improved the appearance of the campus. The campus has added some electronically controlled exterior doors to increase safety for students and staff. More electronic doors and rekeying all interior doors is planned for the future. The auditorium is a wonderful resource that is in need of major upgrading. Sound and electronic equipment is needed in order to make the room useful for modern performances. An additional space is needed for ROTC practice, wrestling practice, and cheerleader use. The track is in need of upgrading from an asphalt surface to a rubberized surface. Our Ben W. Hooper Vocational School has had its name recently changed to the Ben W. Hooper Career & Technical Center as a more accurate term to describe what and how students are studying to be career ready.

The State of Tennessee has identified CCHS as in need of improvement in some areas. The school was designated a Focus School in
2012-2013 due to testing scores falling outside the confidence range of acceptable test performance in gaps noted in subgroups. We applied for a Focus school grant and received a state assigned mentor to assist in our closure of gaps. The schools in Cocke County are facing budget constraints that are limiting some growth. Communication with stakeholders and growth in graduation rate remains a priority for our school. CCHS falls behind the State average in TCAP scores, ACT performance, and attendance rate. During the next three years, we will continually work to align assessments to the Common Core, focus on graduation rate, and improve and increase post-secondary preparedness.
Additional Information

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

CCHS has adopted the Common Core curriculum that we believe will definitely aide in developing students to be thinkers and problem-solvers in the future. As a school, our faculty recognizes the need to increase the depth of knowledge levels for questioning in both formal and informal assessments. We recognize that students need to be given more opportunities to justify their responses with the written word instead of just being given multiple-choice questions. Additionally, the school is confident that competing in a common curriculum across the nation will make our students more globally prepared to face challenges when they occur.
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.
Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.
Overall Rating: 3.0

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<tr>
<td>1.1</td>
<td>The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.</td>
<td>The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.</td>
<td>•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present</td>
<td>Level 3</td>
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<td>1.2</td>
<td>The school's leadership and staff 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.</td>
<td>Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.</td>
<td>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose</td>
<td>Level 3</td>
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Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 1 involved shared values and beliefs about teaching and learning as well as communicating and maintaining a purpose and direction that commit to high expectations for learning. A review of Standard 1 indicated several areas of strength at Cocke County High School. One area of strength is the school's mission statement. This statement was crafted with student achievement in mind and serves to remind the faculty, staff, students, and all other stakeholders of the purpose of Cocke County High School. Another area of strength was staff communication. Whenever possible, educators communicate with each other to share teaching strategies and best teaching practices in order to improve and increase student achievement. Cocke County High School informs parents of school events, procedures and policies through various methods including e-mail, school sign, web page, and phone calls. A third strength in Standard 1 is that all staff members at CCHS hold one another to high instructional standards. The school engages in an organized and comprehensive process to review, revise, and communicate a school purpose for student success. Not only do they communicate, but they have also formed a principal council for both teachers and students in which the teachers and students are active participants. The school's leadership and staff commit to a culture that is based on values and beliefs about teaching and learning from both the faculty and students and support rigorous educational programs and learning experiences for all students. This is accomplished by implementing an ongoing improvement process that provides clear direction for increasing conditions that support student learning as evidenced by the School Improvement Plan, Student/Parent compact plan, and implementation of the principal council.

Areas for improvement were also indicated upon reviewing Standard 1. It was evident that more programs need to be implemented for the enrichment of higher achieving students. Programs for at risk students are already in place like the PLC teams and the Bridge Math SAILS Program, but exploring opportunities to increase interest and achievement need to be made available for all students.
## Standard 2: Governance and Leadership

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

**Overall Rating:** 3.0

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| 2.1       | The governing body establishes policies and supports practices that ensure effective administration of the school. | Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management. | • Student handbooks  
• Staff handbooks  
• School handbooks | Level 3 |
| 2.2       | The governing body operates responsibly and functions effectively. | The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit. | • Governing body minutes relating to training  
• Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest  
• Governing body policies on roles and responsibilities, conflict of interest  
• Governing code of ethics | Level 3 |
| 2.3       | The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. | The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership. | • Agendas and minutes of meetings | Level 3 |
| 2.4       | Leadership and staff foster a culture consistent with the school's purpose and direction. | Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community. | • Survey results | 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 External Review team members may be interested in reviewing.

Cocke County Schools have several policies in place to support practices that ensure effective administration at the school level. All CCHS faculty members must complete an annual Professional Development Plan. The School system also provides a handbook and preparation for beginning professional educators to assist with the transition of entering the professional education field.

The Governing Body of Cocke County Schools annually reviews and updates the code of ethics and policies on roles and responsibilities to ensure that the roles and responsibilities of the body are ethical and free of conflict. By reviewing these policies Cocke County Schools ensure that every party involved can work as a cohesive unit. These policies provide for effective supervision, instruction, assessment, and fiscal management.

In order to protect the autonomy of the schools' leadership, the Cocke County Board of Education respects the individual schools by refraining from micromanaging the day to day operations in each of the individual schools. The board holds the teachers and students to a high standard and encourages growth at all levels.

Cocke County High School's leadership has built an expectation where every student is held to the same high performing level by providing a goal where instruction is the top priority. Leaders and staff make decisions based on this goal of instruction for continuous improvement.

Cocke County High School is in the process of improving collective accountability for the staff. The leadership has created PLC groups to help enhance the degree of collaboration at Cocke County High School.

Cocke County leadership is working on procedures and policies to make improvements in engaging stakeholders at Cocke County High School. The leadership is progressing in this field by using varied methods of communication including but not limited to the following:

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<td>2.5</td>
<td>Leadership engages stakeholders effectively in support of the school's purpose and direction.</td>
<td>Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.</td>
<td>Survey responses</td>
<td>Level 3</td>
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<td>2.6</td>
<td>Leadership and staff supervision and evaluation processes result in improved professional practice and student success.</td>
<td>The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.</td>
<td>Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</td>
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newsletters, frequent meetings with stakeholders, parent nights, community events to emphasize responsibilities of all stakeholders. All of these methods are for the purpose of improving communications with the stakeholders concerning the goals, expectations, and achievements of Cocke County High School.

Leadership of Cocke County High School provides many opportunities for Cocke County High School staff to grow as educators by providing an assortment of different professional growth opportunities and evaluation processes. Educators have to complete a professional development plan, use standards and expectations as outlined by the State of Tennessee and Cocke County Board of Education, TEAM evaluations, and lesson plan reviews.
Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.0

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| 3.1       | The school'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. Some learning activities are individualized for each student in a way that supports achievement of expectations. | • Lesson plans  
• Posted learning objectives  
• Representative samples of student work across courses  
• Course schedules  
• Course descriptions | Level 3 |

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| 3.2       | Curriculum, instruction, and assessment 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, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment. | • Curriculum guides  
• Common assessments  
• Curriculum writing process  
• Lesson plans aligned to the curriculum | Level 3 |

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| 3.3       | Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. | Teachers 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. | • Teacher evaluation criteria  
• Findings from supervisor walk-thrus and observations | Level 3 |
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| 3.4       | School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. | School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school'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. | •Curriculum maps  
•Documentation of collection of lesson plans and grade books  
•Supervision and evaluation procedures  
•Administrative classroom observation protocols and logs | Level 3 |
| 3.5       | Teachers participate in collaborative learning communities to improve instruction and student learning. | All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance. | •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project  
•Agendas and minutes of collaborative learning committees  
•Calendar/schedule of learning community meetings | Level 3 |
| 3.6       | Teachers implement the school's instructional process in support of student learning. | All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning. | •Examples of learning expectations and standards of performance | Level 3 |
| 3.7       | Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. | School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance. | •Records of meetings and walk throughs/feedback sessions  
•Professional learning calendar with activities for instructional support of new staff | Level 3 |
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<td>3.8</td>
<td>The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.</td>
<td>Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.</td>
<td>• 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</td>
<td>Level 3</td>
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<td>3.9</td>
<td>The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.</td>
<td>School personnel participate in a structure 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.</td>
<td>• List of students matched to adult advocate</td>
<td>Level 3</td>
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<td>3.10</td>
<td>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.</td>
<td>Teachers 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 consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.</td>
<td>• Sample report cards for each grade level and for all courses • Policies, processes, and procedures on grading and reporting</td>
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<td>3.11</td>
<td>All staff members participate in a continuous program of professional learning.</td>
<td>All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</td>
<td>• Survey results</td>
<td>Level 3</td>
</tr>
</tbody>
</table>
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 External Review team members may be interested in reviewing.

The faculty at Cocke County High School feels that our school's curriculum and learning experiences are one of our strengths. Our faculty feels that students are encouraged to take challenging courses. All students are provided with learning experiences that are challenging and equitable in developing real life skills. Our teachers have departmental meetings in which they discuss how they can best teach their students. Teams who teach like classes also strive to align their curriculum. Teachers are required to give students the standards for their classes and implement common core strategies. Lesson plans are submitted weekly to designated administrators. Teachers alter their teaching techniques depending on a student's individual needs. Data from multiple assessments is used to monitor and adjust curriculum and instruction. Teachers use various instructional strategies to ensure student achievement. IEP modifications are made for those with special needs. After students graduate from high school, there are follow-up surveys given to Career and Technical Education concentrators to see if they are continuing to pursue a career and technical education field. There is also a graduation coach at the district level who conducts a follow-up survey for graduates.

Our school has really been emphasizing the importance of using Common Core standards in our classrooms as evidenced by the Common Core writing activities used. We recognize that increasing rigor in the classroom and using different techniques to reach more students will better prepare our students to be college and career ready.

The TEAM evaluations that take place yearly for our educators require engaging activities. CCHS provides a mentoring program for new educators, and meetings are held monthly in order to discuss questions and concerns. In order to improve, we need more professional learning opportunities on ways to improve teacher instruction. Every teacher at our school is assigned to an interdisciplinary team in which Professional Learning Community meetings take place either weekly or biweekly in order to improve collaborative learning. These PLC teams allow for student intervention so that teachers and staff can provide students the support they need to be successful.

Benchmark tests are given to students in certain classes at certain times. However, many teachers at CCHS do not understand what an exemplar is nor how to use them to help guide the learning process.

The district level graduation coach sends email newsletters out very frequently to parents and students keeping them updated concerning the events and news taking place at our school.

Our school follows the Cocke County Board of Education policies on grade reports through SSMS Grade Reporting System. Faculty members are required to obtain a certain number of professional development hours yearly. Teachers use TVAAS reports to track student progress and to learn about the strengths and weaknesses of our students. IEP's are also a beneficial way for meeting the unique learning needs of our students. A weakness for many faculty members at our school is that many faculty members are not familiar with various...
research based learning styles, multiple intelligences, and personality types' indicators.
Standard 4: Resources and Support Systems

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

Overall Rating: 3.0

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.</td>
<td>Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.</td>
<td>•School budgets for the last three years&lt;br&gt;•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff&lt;br&gt;•Assessments of staffing needs&lt;br&gt;•Documentation of highly qualified staff</td>
<td>Level 3</td>
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</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
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<tbody>
<tr>
<td>4.2</td>
<td>Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.</td>
<td>Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.</td>
<td>•School schedule&lt;br&gt;•School calendar&lt;br&gt;•Bell schedule</td>
<td>Level 3</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Indicator</th>
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<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>4.3</td>
<td>The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.</td>
<td>School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.</td>
<td>•Documentation of compliance with local and state inspections requirements&lt;br&gt;•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.&lt;br&gt;•System for maintenance requests&lt;br&gt;•Maintenance schedules&lt;br&gt;•Safety committee responsibilities, meeting schedules, and minutes</td>
<td>Level 3</td>
</tr>
<tr>
<td>Indicator</td>
<td>Statement or Question</td>
<td>Response</td>
<td>Evidence</td>
<td>Rating</td>
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<tr>
<td>4.4</td>
<td>Students and school personnel use a range of media and information resources to support the school's educational programs.</td>
<td>Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.</td>
<td>•Budget related to media and information resource acquisition •Schedule of staff availability to assist students and school personnel related to finding and retrieving information</td>
<td>Level 3</td>
</tr>
<tr>
<td>4.5</td>
<td>The technology infrastructure supports the school's teaching, learning, and operational needs.</td>
<td>The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.</td>
<td>•Technology plan and budget to improve technology services and infrastructure •Policies relative to technology use</td>
<td>Level 3</td>
</tr>
<tr>
<td>4.6</td>
<td>The school provides support services to meet the physical, social, and emotional needs of the student population being served.</td>
<td>School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.</td>
<td>•Agreements with school community agencies for student-family support •Social classes and services, e.g., bullying, character education •List of support services available to students</td>
<td>Level 3</td>
</tr>
<tr>
<td>4.7</td>
<td>The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.</td>
<td>School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.</td>
<td>•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</td>
<td>Level 3</td>
</tr>
</tbody>
</table>

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 External Review team members may be interested in reviewing.

The Standard 4 Committee agreed that Cocke County High School seeks to employ the best possible staff to support student learning. Cocke County High School recruits, employs, and retains highly qualified staff to support the school's purpose, direction, and educational program. All teachers are evaluated using the Tennessee Teacher Evaluation Instrument (TEAM), and teachers are certified in their content area and grade level. The evaluation system is designed as a growth instrument and is used to create high expectations and rigor in the classroom. Student to teacher ratios are evaluated regularly by our administration to assure that all positions are filled to benefit the students. Cocke County High School has implemented Professional Learning Communities (PLC) to analyze student data and to implement effective instructional strategies. In addition, we have begun the first phase of Response to Intervention and Instruction (RTI-2) to promote student learning and provide for individual academic needs.

Cocke County High School places a strong emphasis on technology in order to support our educational programs. Although constantly changing, the technology infrastructure meets our educational needs. There are three computer labs across campus for teacher and student use. A distance learning lab is located in our Career Technology Center. Technology allocations have allowed us to place Promethean Boards and projectors in all classrooms. In addition, we have purchased Elmos, laptops, activslates, software, etc. at the request of our teachers. Technology monies have also provided Discovery Education, Destiny Library Management, and Renaissance Learning for use by all teachers and students. As always, continued enhancement of our technology infrastructure remains a high priority in order to support the school's teaching, learning, and operational needs.

Cocke County High School works closely with local law enforcement and emergency response teams to increase safety. Our School Resource Officer monitors our campus at all times. Our school Safety Committee meets regularly to discuss the safety and cleanliness of our school. We conduct fire drills, lockdowns, and evacuations on a regular basis. Faculty, students, and parents feel that Cocke County High School is a safe and secure environment.

The Cocke County High School Media Center operates on a flexible schedule to support the curriculum and the success of our students. The media center assists teachers and students in the retrieval of information vital for student success. Teachers may schedule in advance to use the media center to conduct research or media related tasks. Teachers may also request that students use the media center individually or in small groups to complete assignments. Many programs are available through the media center to reinforce skills taught in the classroom.

Stakeholders felt strongly that our school provides support services to meet the physical, social, and emotional needs of our student population. The counseling department, as well as school leaders and faculty, develops relationships with students where they feel safe expressing themselves when they need assistance.

Finally, new hires for our school are partnered with veteran, in-school mentors who provide support and guidance throughout the school year.
**Standard 5: Using Results for Continuous Improvement**

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.2

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>The school establishes and maintains a clearly defined and comprehensive student assessment system.</td>
<td>School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</td>
<td>•Documentation or description of evaluation tools/protocols •Survey results •Evidence that assessments are reliable and bias free</td>
<td>Level 2</td>
</tr>
<tr>
<td>5.2</td>
<td>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.</td>
<td>Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.</td>
<td>•Survey results •Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</td>
<td>Level 2</td>
</tr>
<tr>
<td>5.3</td>
<td>Professional and support staff are trained in the evaluation, interpretation, and use of data.</td>
<td>Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.</td>
<td>•Professional learning schedule specific to the use of data •Survey results •Training materials specific to the evaluation, interpretation, and use of data •Agenda, minutes from continuous improvement</td>
<td>Level 2</td>
</tr>
</tbody>
</table>
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 External Review team members may be interested in reviewing.

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement. A review of Standard Five shows some areas of success at Cocke County High School. First of all, Cocke County High School staff has a wide variety of student evaluation devices from which to pull information. The use of TCAP, ACT, PSAT, Plan Tests, Formative Assessment, Writing Assessment, ASVAB, EOC, and final exams all show teachers the successes as well as the areas for needed improvement. TVAAS is another tool used, by staff who teaches EOC students, to regularly check student growth. Secondly, staff feels confident in the new PLC groups. The PLC groups meet once a week to monitor student grades and attendance. From that point, teachers then make plans to meet or talk with students, teachers, administration and parents to discuss possible solutions to students’ classroom short comings and successes. Finally, Cocke County High School has a strong communication system with administration. A principal council for both teachers and students has been established to regularly meet to discuss student successes and student readiness for life after high school. The administration uses this tool to receive feedback from teachers and to relay information to staff outside of regular faculty and department meetings. The administration also gives information and receives feedback from the student principal council which is the student equivalent to the teachers’ principal council.
The information received from staff also indicates some areas for needed improvement. An area of concern from the survey indicates that staff feel that we need more training in the area of student evaluation. Some teachers feel that only a few teachers have received training in the upcoming Common Core initiative. The administration has had many teachers go to summer workshops to attain a greater understanding of upcoming student evaluation techniques. Currently there are several after school opportunities for teachers to become more acquainted with common core. There are plans for even more and in depth learning opportunities for teachers in this area.

Cocke County High School puts forth a continuous effort to provide a comprehensive assessment to generate student data that is then used to create a guide to help students succeed. Cocke County High School uses many different types of assessment to determine the success of students, and to find the areas that can be improved to assist the student in life after high school. The communication between the administration and staff is becoming sounder in attuning instruction to the standards that are put forth for the students. All data is collected and observed by the staff and the administration to make the proper adjustments to further the students' accomplishments.
Report Summary

Scores By Section

<table>
<thead>
<tr>
<th>Section Score</th>
<th>Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Standard 1: Purpose and Direction</td>
</tr>
<tr>
<td>3</td>
<td>Standard 2: Governance and Leadership</td>
</tr>
<tr>
<td>3</td>
<td>Standard 3: Teaching and Assessing for Learning</td>
</tr>
<tr>
<td>3</td>
<td>Standard 4: Resources and Support Systems</td>
</tr>
<tr>
<td>2.2</td>
<td>Standard 5: Using Results for Continuous Improvement</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Did you complete the Stakeholder Feedback Data document offline and upload below?</td>
<td>No</td>
<td>The Stakeholder Feedback Data information is being completed on-line through ASSIST.</td>
<td></td>
</tr>
</tbody>
</table>
## Evaluative Criteria and Rubrics

Overall Rating: 3.5

<table>
<thead>
<tr>
<th>Statement or Question</th>
<th>Response</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1. Questionnaire Administration</td>
<td>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.</td>
<td>Level 4</td>
</tr>
<tr>
<td>2. Stakeholder Feedback Results and Analysis</td>
<td>All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.</td>
<td>Level 3</td>
</tr>
</tbody>
</table>
Areas of Notable Achievement

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

It is evident from the surveys completed by parents, staff, and community that different perspectives exist for all standards. The overall highest level of satisfaction or approval varied according to each group.

With an average score of 4.2 for Standard 1, the staff feels that the school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning with all stakeholders being involved. Our staff agrees that the school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. We also believe that we are committed to shared values and beliefs about teaching and learning which is evident in documentation and decision making.

Both parents and staff agree that Standard 4 is an area of overall satisfaction or approval with average scores of 3.92 and 4.08 respectively. However, even then, the actual indicators showing satisfaction differed for each group. With an average score of 4.13 for indicator 4.1, our staff feels that qualified professional and support staff are sufficient in number to fulfill the roles and responsibilities necessary to support the school's purpose and direction. Both staff (4.17) and parents (3.98) believe that the school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff as indicated by 4.3.

An average score of 3.94 for indicator 4.6 reveals that parents also feel the school provides support services to meet the physical, social, and emotional needs of our student population.

It is interesting to note that only parents see Standard 5 as an area of overall satisfaction with an average score of 3.86. An average score of 3.93 for indicator 5.4 reveals that parents feel the school engages in a continuous process to determine improvement in student learning, including readiness for and success at the next level. Likewise, this indicator received an average score of 3.93 from students even though Standard 5 was not their overall highest level of satisfaction. Although this standard did not receive the highest overall level of satisfaction from staff, indicator 5.5 received an average score of 4.13 noting that staff feels that the leadership monitors and communicates comprehensive information about student learning as well as conditions that support student learning to stakeholders.

Another interesting note is that Standard 3 received the highest level of satisfaction from our students with a average score of 3.52. With an average score of 3.54 for indicator 3.10, students feel that grading and reporting are based on clearly defined criteria emphasizing content knowledge and skills and that the school provides learning support services to meet the unique learning needs of students. An average score of 3.53 for indicator 3.12 reveals that students feel the school provides and coordinates learning support services to meet the learning needs for all students. Although Standard 4 did not reveal the highest overall level of satisfaction from student surveys, like parents and staff, students see areas of strength. In student surveys, Indicator 4.4 reveals an average score of 3.69 showing that students and school personnel use a range of media and information to support the school's educational programs. In addition, an average score of 3.52 for indicator 4.6 reveals that students believe the technology infrastructure supports the school's teaching, learning, and operational needs.
Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Parents, staff, and students agree that the increase of support services to meet the physical, social, and emotional needs of the student population through our counselors and the addition of an on-site nurse and on-site licensed therapist is vital to student learning and success. All agree that the school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. Students and staff agree that the school shows improvement in communicating information about student learning and the school's goals to all stakeholders.

Parents feel that the leadership of the school fosters a culture consistent with the school's purpose and direction as well as engages stakeholders effectively in support of the school's purpose and direction.

Staff, on the other hand, feels that the governing body respects the autonomy of the school's leadership in accomplishing goals for improvement in student learning and instruction. Staff also feels that we are allowed to manage the day-to-day operations of the school because the governing body maintains a distinction between its roles and responsibilities and those of school leadership.
Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The AdvancED survey data is consistent with TELL Tennessee survey data in that 90% or our staff have sufficient access to instructional technology, including computers, printers, software and internet access. Ninety percent of our staff feel that the school environment is clean and well maintained. Eighty-one percent of those surveyed feel Cocke County High School maintains clear, two-way communication with parents/guardians and the community. Finally of those surveyed, 80% feel that Cocke County High School is a good place to work and learn.
Areas in Need of Improvement

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

The areas of overall lowest level of satisfaction or approval also varies according to each group. Cocke County High School recognizes the need for continuous improvement in our school. In most cases, the items rated lowest by each group directly involve just that group of stakeholders. The perspective of each group once again influences the answers provided on the surveys.

For example, students do not feel the governing body establishes policies and supports practices that ensure effective administration of our school. This is, in part, due to the fact that many of our students oppose the current dress code and cell phone policies. Therefore, this area is constantly reviewed by our Principal Council of Teachers as well as our Principal Council of Students.

Students rated survey items dealing with respect with low satisfaction. Students strongly disagreed that their peers treat staff and each other with respect nor do they respect the property of others. Therefore, when a disciplinary action is given for disrespect, administrators and teachers use the opportunity to explain the need for respect for authority.

Students also noted low satisfaction and beliefs on teachers changing their teaching to meet the learning needs of students.

Our staff feels uncertain about curriculum, instruction, and assessment and the use of data collected. Some of our staff are not familiar with various research based learning styles, multiple intelligences, and personality type indicators. Some have difficulties with types of interventions. As a result, more professional development will be structured to improve this area.

Parents are concerned that our school does not engage families in meaningful ways to keep them informed of their children's progress. They also expressed concerns that grading and reporting are not based on clearly defined criteria consistent across grade levels and courses. Although many practices have begun to improve this area, we will continue to improve communication between the parents, students, and staff in order to keep all stakeholders informed of students' progress.

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

The areas that show a trend toward increasing stakeholder satisfaction or approval will concentrate on improving a respectful school environment as well as providing teachers with alternative teaching methods and interventions to meet the needs of all students. We will also improve communication between parents, staff, and students in order to keep all stakeholders aware of student learning.

Cocke County High School is committed to increasing stakeholder satisfaction or approval in all areas.

What are the implications for these stakeholder perceptions?

The implications for these stakeholders perceptions are that they directly impact student learning and progress. Mutual respect generates confidence in student, staff, and parent abilities. Respect is important for ensuring students are college and career ready. Students must learn that diversity and differing perspectives are part of a global society. In addition, all teachers must adjust their delivery of instruction to
meet the needs of their students and lay the foundation for learning. We must also improve communication to our parents and community so that they respect and support Cocke County High School’s commitment to education and preparing our students to be college and career ready.

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

Professional development provided by our on-site licensed therapist is consistent with these findings. Lack of respect, both from self and others, may cause many of the physical and emotional issues faced by our student population. In addition, PLC meetings indicate that many students may not be experiencing success in the classroom because some teachers are not adjusting their methods for delivery of instruction or interventions to meet the needs of students.
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

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<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Did you complete the Student Performance Data document offline and upload below?</td>
<td>No</td>
<td>Numerous documents were reviewed in the completion of the Student Performance Data section of the AdvancED report. Offline, locally generated summaries were compiled from CCHS Tennessee Report Card, TVAAS data, and locally generated testing. ASSIST online resources were utilized in the completion of this section of the AdvancED report.</td>
</tr>
</tbody>
</table>
### Evaluative Criteria and Rubrics

Overall Rating: 3.0

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>1. Assessment Quality</td>
<td>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.</td>
<td>Level 3</td>
</tr>
<tr>
<td>2. Test Administration</td>
<td>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.</td>
<td>Level 4</td>
</tr>
<tr>
<td>3. Quality of Learning</td>
<td>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.</td>
<td>Level 3</td>
</tr>
<tr>
<td>4. Equity of Learning</td>
<td>Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.</td>
<td>Level 2</td>
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</tbody>
</table>
Areas of Notable Achievement

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

Algebra II experienced a 10.5 percent increase in the 3 year average of TVAAS performance. This is significant in that Algebra II has not been a high performing test for CCHS. Efforts aimed at utilizing locally developed formative assessments and consistent instruction to meet identified areas of growth have proven successful in performance growth where it was needed. While U.S. History increased only 2.5% in composite TVAAS scores, history tests have been at high performance levels at the local and state levels indicating extra effort to raise scores in an environment with a only small margin to increase.

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

Algebra II has experienced a 3% increase in Proficient and Advanced rating over the school years 2011-2012 to 2012-2013. Identification of instructional deficiencies and initiation of instruction designed to address those deficiencies has been a focus for Algebra II instruction. English III performance at the Proficient and Advanced levels over the study years of 2011-2012 to 2012-2013 shows an increase of 8.5%. Identified instructional needs has promoted growth in this area. Included in this effort is a campus initiative to get all special education teachers highly qualified by federal standards to teach English II and English III.

Which area(s) indicate the overall highest performance?

School U.S. History performance at the Proficient and Advanced levels is at or above 97% for 2012-2013.

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

Economically Disadvantaged students at Cocke County High School showed increased in performances of 4.7% and 0.9% in Algebra II and English III, respectively, for the school years ending in 2012 and 2013. The Economically Disadvantaged subgroup at CCHS is a substantially large group of the overall population at the school. A trend of increasing performance was observed in English II and English III for the subgroup Black, Hispanic, Native American. This subgroup increased 9% in English II and 7.5% in English III. This subgroup is less than 10% of the total student population. Students with Disabilities subgroup increased 2.5% in English III over the school years ending in 2012 and 2013.

Between which subgroups is the achievement gap closing?

The Black, Hispanic, Native American subgroup is closing the gap toward the All Students performance. Some growth is seen in Students with Disabilities performances to meet the levels of composite scores.
Which of the above reported findings are consistent with findings from other data sources?

Cocke County High School added a position of Curriculum Coordinator in 2010-2011. This position has lead to use of data analysis significantly above what had been seen before that time. Data disaggregation at the classroom level has lead to comparisons between individual classes, among campus populations, and state/regional groups. Most above findings are consistent with what was observed at the classroom and course levels. Especially in the area of Algebra II and English II, formative assessments and benchmark testing have shown similar gains.
Areas in Need of Improvement

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

Cocke County High School received Fall 2013 data just prior to the release of this report. In an attempt to provide the very latest data, the following information was created. Much more time to study and review the data is needed, yet, we present a quick analysis here.

The following information is based upon three-year average scores as reported in the Tennessee Report Card data for CCHS.

Algebra 1: -8.4%
Biology I: -5%
English 1: -3.2%
English II: -3.9%
English III: -7.6%

CCHS has increased expectations for all students, especially in the area of Algebra I. The rigor of classes and higher expectations are consistent with growth at other schools. The reported results are below campus expectations and State Projections.

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

Algebra I has garnered the most attention at CCHS in the past two years. Weekly department meetings, collaborative assessments based on targeted indicators each week has given extensive data to the faculty. Benchmark assessments have identified areas of need, and elimination or reduction of remediation and retention have prompted higher expectations. Indications are that the efforts are helping though the level of performance is still not meeting expectations.

Biology I performance has shown growth yet not meeting projected performance levels. Teachers are analyzing teaching practices and indicator weaknesses. More intensive and frequent teacher observations are conducted, where performance falls well below expectations.

English I, II and III courses have analyzed student data from each subgroup and as a total population. Benchmark assessments and locally developed objective reviews are targeting strategies for effective growth and criteria for improvement. Teachers of students with handicaps earned highly qualified status and State licensing in English at the high school levels in order to improve instruction and meet federal guidelines. Benchmark assessments, published formative assessments, and locally created formative assessments have assisted teachers in identifying targets for instruction.

Which area(s) indicate the overall lowest performance?

Algebra I continues to be the lowest performance course of all courses tested. Extensive training of staff and weekly analysis of areas in need of improvement have not increased performance to acceptable levels. Hyper-monitoring of Algebra teachers has proven effective though not to and acceptable degree. Teacher turnover in the Algebra 1 course schedule is high. Least experienced teachers are filling these positions from a very limited number of licensed teacher applicants. Job searches have extended from local advertisement to state and interstate sources.
While improvement in English III shows increases, the overall performance level has been low. Currently at 28.9% at the proficient and advanced levels, continued emphasis is needed in this area.

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

Students with Disabilities versus Non-Students with Disabilities has shown decreasing performance. Students with Disabilities at the school have very mixed results as individuals. Some improve significantly while others perform worse over time. With the low socioeconomic status of the majority of the students at the campus, high unemployment rates, and government fiscal challenges, CCHS economic disadvantaged students show changes in performance inconsistent with non-economically disadvantaged students.

**Between which subgroups is the achievement gap becoming greater?**

Economically Disadvantaged students increased gaps in Algebra I and II and English II and III over two years ending in 2012 and 2013. During the same timeframe, Black, Hispanic, Native American subgroups increased gaps in Algebra I and II. Students with Disabilities had greater gaps in Algebra II, English II and III.

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

Algebra I findings are supported by all data sources from local, regional and state testing results. This is true for all subgroups and the All Students results. Algebra II and English III results improved in other data sources yet declined for these subgroups. English II declined with other data sources at the local, regional and state targets.
## Report Summary

### Scores By Section

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<td><strong>Evaluative Criteria and Rubrics</strong></td>
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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

<table>
<thead>
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<th>Label</th>
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<tbody>
<tr>
<td>1.</td>
<td>The institution has read, understands, and complies with the AdvancED Policies and Procedures.</td>
<td>Yes</td>
<td>The Cocke County High School Principal has read, understands and complies with AdvancED policies and Procedures. CCHS is part of Cocke County School System which is seeking AdvancED accreditation. The high school has participated in SACS and AdvancED accreditation in the past and has kept up annual reports of progress. CCHS will continue to follow all guidelines, rules and regulations associated with AdvancED policies and procedures.</td>
<td></td>
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<td>2.</td>
<td>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: - 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</td>
<td>Yes</td>
<td>CCHS has continued to file annual reports regarding annual attention to identified goals and needs. Through that and local initiatives, systematic growth has been reviewed and implemented. Maintenance of strengths, like technology and infrastructure, assures that the school is adding progress rather than shuffling resources.</td>
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<td>3.</td>
<td>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)</td>
<td>Yes</td>
<td>Our campus and district are making advances on a planned basis to improve facilities for safety and security. Drills of major safety concerns are managed and monitored each month. Door locks, security guard, training in proper restraint of students, CPR training, AED acquisition, and other activities are on-going in order to keep and maintain a safe and secure environment. All shop and lab courses train and test students on safety prior to entering into laboratory activities. A licensed therapist was added to the campus in 2013-2014 to enhance delivery of services to troubled teens.</td>
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<td>4.</td>
<td>The institution monitors all financial transactions through a recognized, regularly audited accounting system.</td>
<td>Yes</td>
<td>Annual audits and fiscal policies assure financial transactions are accomplished properly. Teachers are trained annually in procedures for financial transactions. Monthly balances are reviewed and balanced for accuracy. All groups and organizations with financial holdings managed by the school receive monthly statements.</td>
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<td>5.</td>
<td>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).</td>
<td>Yes</td>
<td>TELL surveys have been completed for the last three years with results used in administrative evaluations, teacher in-service, and campus improvement activities. All plans and processes for continuous improvement are maintained at the campus.</td>
<td>Cocke County High School 2013-2014 Improvement Plan</td>
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