AdvancED

Accreditation Report

Heritage High School

Rockdale County Schools

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TABLE OF CONTENTS

Executive Summary

Self Assessment

Stakeholder Feedback Diagnostic

Student Performance Diagnostic

AdvancED Assurances

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.

Description of the School

Describe the school'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 serves?

Heritage High School was established in 1976 as the second high school in Rockdale County. Since that time many changes have taken place; however, our school's population has remained fairly stable while fluctuating between 1500 and 1650 students. Heritage is located in a suburban setting with an increasingly diverse and transient population. Heritage has an economically disadvantaged student population of sixty-six percent.

HHS's past and future success involves adapting to the changes both external and internal to the school. These changes are not to be survived, or even endured; they are to be embraced. At Heritage High School, as at any quality institution of learning, change is about people. HHS has changed over the previous five years in order to provide for the needs of our students and staff. The HHS family of stakeholders has banded together in every facet of the school.

For the 2012-2013 school year, the population of HHS students who qualified for free or reduced-priced meals reached 56%. Although Heritage High School had previously been a School-wide Title I school, HHS is now eligible because many students from our feeder schools have Title I programs. Our students experience unique lessons focused towards the S.T.E.A.M (Science, Technology, Engineering, Arts and Mathematics) adventures that await them after high school.

This sprawling 269,000 square foot campus is comprised of several wings including a Freshmen Hall, 7 computer labs, media center and Video Production Lab, 10 Science labs, a state of the art Transitional Program lab, 56 21st century classrooms and our technologically advanced Fine Arts wing. RCPS has allowed Heritage to pursue a choice program in the area of Fine Arts in the fall of 2014 that will increase our student body by 100 students. We have numerous outdoor facilities such as a weight room, green house, baseball,football,soccer, band fields along with tennis courts to compliment a 5,800 seat stadium.

Heritage High School serves 1650 students from various racial and ethnic backgrounds, income levels and academic performance levels. As of November 2013, the student body is 53% African-American, 27.7% White, 13.7% Hispanic, 2% Asian, 3% multi-racial, and 5 students from Hawaii/Pacific Islander populations. Over the years the population requesting free and reduced lunch has steadily increased. The school continues to use various SafetyNet resources to provide assistance to the approximately 1000 students who we expected to meet standards in the areas of Mathematics, Science, Social Studies and English-Language Arts, as assessed by the End-of-Course Test (EOCT) and Georgia High School Writing Test (GHSWT) even while under this federal designation. Approximately 10.7% of the students are served in the rigorous Program Challenge (PC) gifted program. Not only do they receive instruction from teachers who have gone to training above and beyond AP and Highly Qualified status, they have a full umbrella of College Now options such as Dual Enrollment, Move on When Ready (MOWR) and several online instructional programs from the state department of education as well as the University System of Georgia. About 11.2 % of the population is served through special programs for students with disabilities, including MID (Mild Intellectual Disability), MOID (MOID Moderate Intellectual Disability), EBD (Emotional-Behavioral Disorder), and Interrelated classes. Thirty students with a first language that is not English are served in several ways at Heritage. HHS is fortunate to have a diverse student population that contributes to the rich and varied academic environment found at the school.

The faculty and staff at Heritage High School work meticulously to balance the needs of an ever-challenging curriculum to prepare students

for post-secondary programs. We presently have 94 highly qualified faculty members with more than 45% working here for 10 years or more.   Over 60% have a Masters Degree or higher. The average teacher has 12 years of experience. Over 80% of our staff chose to make Heritage their passion again this year. HHS teachers have been trained to use many research based strategies to improve the quality of instruction. High-quality, ongoing professional learning is also a focus of our Teacher Growth Plans.

Additionally there are 34 classified staff members available to meet the needs of students including office staff, paraprofessionals and food service members. Our custodial services are outsourced, but we maintain a close relationship with the entire team. Together the faculty and staff totals 137.

Heritage High School is located in an area of Rockdale County known for well-established neighborhoods that are slowly transitioning due to the economic misfortunes of the early part of this decade in Conyers. As the years have progressed, the number of young families within these homes has steadily decreased. Over 90% of individuals within this zone had an educational attainment of high school graduate or higher, median household income $61, 457 and median age of 40 based on the 2010 US Census. The demographics have changed in this area over the past few years. In 2007, the free and reduced lunch population was 32%, after the economy began to change in this area, the overall feeder community also began to change and is now at 56% just five years later. There was also a sharp increase in the number of rental homes available due to the aging population with changing needs. This has slowed the enrollment decline, but directly influenced other programs within the school. Some areas of notable change were in the number of disadvantaged families, increased homelessness, and students receiving school based-mental health and prevention or behavioral intervention services. The number of high school students with increased absences due to family concerns surrounding socio-economic issues as well as those requiring additional support for academic growth and remediation due to transient school enrollment have become a major focus of our school building. Through the support of several booster clubs, an active school council, a growing PTSA and a dedicated faculty and staff, Heritage High School has been able to maintain a high level of student achievement through high expectations from all stakeholders.

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.

Heritage High School, a community school with a strong identity of success, is a premiere school in our area. We are highly competitive in a variety of extracurricular activities, including athletics, academics, club activities and vocational competitions. We have a spirit of pride and accomplishment, but are always seeking to build on our successes. Heritage High School will continue to successfully adapt to the changes occurring in our community.

The HHS community believes that:

o That a safe and orderly environment is essential to community

o Every person is worthy of respect

o Each person is responsible for his or her own actions

o Diversity is a strength

o All people have the potential to learn

o Positive relationships are essential to a healthy school environment

o Family and community are significant factors in the development of the individual

o Faith contributes to meaning and purpose in life

The mission of Heritage High School, a diverse community dedicated to learning and built upon tradition, excellence, and Patriot Pride, is to promote exemplary achievement through:

o Respect for self and others

o Collaboration and responsibility among teachers, students, administrators, parents, and the community

o Appropriate academic challenges at all levels

o Rich and multifaceted extracurricular activities

o Partnership with and service to the community

o Innovative use of technology

o Attraction and retention of quality staff members

o Safe and orderly environments

For every decision made by the school leadership team, it is asked: will this be in line with the strategic plan that the stakeholder's have approved annually. Each decision also must be in line with the system's plans and initiatives.

Heritage's aspiration for all its stakeholders generates a full spectrum of opportunities for achievement and success by seamlessly integrating Common Core Georgia Performance Standards (CCGPS), Career Pathway and Fine Arts Magnet Committee Planning. Our multifaceted approach to learning hinges on rigorous training, relevant instruction and real-world cross-curricular units. Through (a) attentive student advisement (including 45% of our population attending the Rockdale Career Academy), (b) active professional learning communities, (c) over 50 partners in education, (e) Work-Based Learning and (f) industriously driven sports/extracurricular programs we have created a Mecca for an individualistic high school.

The staff has worked to increase the number of students passing all parts of the GHSGT and decrease the achievement gap for at-risk students on the EOCT. Through extended learning time during the day, after-school tutorials, intercessory enrichment and support classes in Math, our staff will continue to provided targeted assistance to meet Georgia's challenging student academic achievement standards. It is

the intention of Heritage's faculty to offer a wide variety of academic programs to prepare students to be College and Career ready upon graduation..

Annually, the school's vision and purpose is validated by the faculty and staff. This ensures that the school's expectation for student learning is relevant and effective for the year. The committee reviews the previous year's data on the effectiveness of the plan and its elements while revising the plan for the following year to address deficiencies or to keep it parallel to the system's plans.

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.

HHS has been designated an Advanced Placement Honor School for the last three years.

AP Access and Support award

AP STEM school award

HHS has been named in US News and World Report, The Washington Post and Newsweek Magazine's listing of top high schools in the country.

The Governor's Office of Student Achievement has recognized Heritage as a Platinum and Gold level award school for academic performance.

The Georgia High School Association recognized HHS for its sportsmanship in athletics.

Heritage was recognized as a Clean Air School as part of the State of Georgia's Clean Air Campaign.

For the last two years, Governor Nathan Deal has awarded Heritage a Bronze medal for their efforts to fight obesity through the S.H.A. P. E.

Areas for Improvement

Mathematics scores from the End of Course Test (EOCT) continue to be low in Coordinate Algebra with the increasing rigorous national standards. According to the 2013 End of Course Test results, 70 percent of students that were administered the Coordinate Algebra EOCT performed in the Does Not Meet category and 29 percent of students performed in the Meets and 1 percent in the Exceeds categories. In order for Heritage High School students to be able to compete in a global society, we must address the identified deficits in the area of Mathematics highlighted in the past 2 years where no improvements were made.

Additional Information

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

Heritage believes that communication with our community is important to the ongoing success of our school. The various ways that the school communicates its effectiveness to its students, stakeholders and staff includes: Infinite Campus' parent portal, teacher emails to parents, school website, the annual Patriots Points of Pride publication, Twitter updates, principal e-letter, weekly phone calls to parents to announce upcoming events and newspaper information. The parent or stakeholders are able to get performance updates very regularly through the above portals. This year we installed eight televisions in the commons area to broadcast announcements on a scroll that allows students and visitors to the building an opportunity to follow school events.

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

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	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.	•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	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	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.	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.	•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	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	•Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan	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.

Heritage High School provides a continous communication and feedback process for stakeholders. The staff is very dedicated to assisting students reach their potential. Stakeholder input is encouraged. There is a culture within the school that signifies that all students can learn. Heritage has an improvement process that promotes learning for all. Heritage is continuing to increase communication between the leadership of the school and the faculty.

Standard 1.1 Narrative

The school scored this indicator a 4 for systematically reviewing, revising and communicating the purpose for everyone to be inclusively involved in student success. The stakeholders mentioned that our dedication, content knowledge of staff and that input is always encouraged. Several areas of improvement include long range planning needed, delayed communication areas on district goals and the need to challenge all students

Standard 1.2 Narrative

The school scored this indicator a 3 for committing to a culture that is based on shared values and beliefs of teaching and learning programs that supports challenging experiences that produce life and thinking skills. Several areas of strength were the ability to analyze data and report out success. The stakeholders reported the need to include more student feedback in this process and to express accountability.

Standard 1.3 Narrative

The school scored this indicator a 3 for how the school's leadership implements a CIP that provides clear direction for improving conditions in the educational environment. The stakeholders reported that plans were developed and implement, but there is a sense of procrastination to address certain initiatives.

Standard 2: Governance and Leadership

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

Overall Rating: 3.17

Indicator	Statement or Question	Response	Evidence	Rating
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 •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks	Level 3

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 student learning.	•Governing body 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 •Assurances, certifications •Governing body training plan •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
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.	•Roles and responsibilities of school leadership

•School improvement plan developed by the school

•Stakeholder input and feedback

•Maintenance of consistent academic oversight, planning, and resource allocation

•Communications regarding board actions

•Survey results regarding functions of the governing body

•Agendas and minutes of meetings | Level 3 |

Indicator	Statement or Question	Response	Evidence	Rating
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.	•Examples of collaboration and shared leadership

•Survey results

•Examples of decisions aligned with the school's statement of purpose

•Examples of decisions in support of the school's continuous improvement plan | Level 3 |

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	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.	•Minutes from meetings with stakeholders

•Copies of surveys or screen shots from online surveys

•Survey responses

•Involvement of stakeholders in a school improvement plan

•Communication plan | Level 3 |

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	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.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •Representative supervision and evaluation reports	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.

Heritage clearly communicates the policies and procedures of the school as well as the district and state agencies.

Heritage will continue to solicite more feedback from students. The leadership ensure that survey results are shared in an open and easily accessible forum.

2.1 Narrative

The school scored this indicator a 3 for how the governing body establishes policies and supporting practices that ensure effective administration of the school. Several strengths reported teacher innovation and creativity is encouraged to provide stimulating experiences for students. The stakeholders reported that it is self-paced to stay familiar with policies and that there is irregularity with the evaluation tools of teachers and students.

2.2 Narrative

The school scored this indicator a 4 for operating the school responsibly and how it functions effectively. The stakeholders reported knowledge of many of the surveys, but would like more feedback and minimal rumors on our progress. Several reported good community/parental involvement and the support of staff member's needs/relationships.

2.3 Narrative

The school scored this indicator a 3 on ensuring that the school's leadership has the autonomy to meet goals for achievement and instruction, as well as effectively managing the day-to-day operations. Several comments mentioned that minimal directives from the county were effective.

2.4 Narrative

The school scored this indicator a 3 as there is a general feeling that the staff and leadership consistently foster a culture that embodies the school's purpose and direction.

2.5 Narrative

The school's faculty scored this indicator a 3 as they believe that the school leaders effectively communicate and provide opportunities for the stakeholders to give feedback on school improvement efforts.

2.6 Narrative

The school's faculty scored this indicator a 3 because they believe that they are evaluated by using a criteria that is focused on improving professional practice and improving student success.

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: 3.17

Indicator	Statement or Question	Response	Evidence	Rating
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.	•Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Enrollment patterns for various courses •Course descriptions •Descriptions of instructional techniques	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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 •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Standards-based report cards •Surveys results •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers are consistent and deliberate in planning and using 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 each student. Teachers consistently 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 •Agenda items addressing these strategies •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Findings from supervisor walk-thrus and observations •Surveys results	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
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 •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	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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.	•Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Peer coaching guidelines and procedures •Examples of improvements to content and instructional practice resulting from collaboration	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of 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 immediate feedback about their learning.	•Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
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 thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps 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. Families have multiple ways of staying informed of their children's learning progress.	•Survey results •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	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	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.	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.	•List of students matched to adult advocate •Survey results •Curriculum and activities of formal adult advocate structure •Description of formal adult advocate structures	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 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.	•Evaluation process for grading and reporting practices •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	•Results of evaluation of professional learning program. •Evaluation tools for professional learning •Survey results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	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). 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.	•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	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.

The staff communicates with families to engage the students in the learning process. Parents have realtime access to their student's performance through a parent portal provided by the district. The counseling staff is responsive to students' needs in a timely manner. Heritage collects a signicate amount of accessable data on each student that may be used to make informed decisions about the student's learning progress.

Heritage needs to continue to improve the use of rubrics and consistent grading practices. Implementing advisement with fidelity is key focus of the 2013-14 school year.

3.1 Narrative

The school scored this indicator a 3 for providing 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. Knowledgeable staff and advisement were noted as strengths. Inconsistent grading by department and school is a reported weakness that needs to be addressed.

3.2 Narrative

The school scored this indicator a 3 for 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. The stakeholders noted that our school has significant amounts of data per student that supports achievement but additional learning support for our students could be focused upon.

3.3 Narrative

The school scored this indicator a 4 for how teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. Real time access to grades as well as common grading policies and procedures were suggested as strengths. Areas of improvement that were perceived were certain mastery assessments are not challenging enough.

3.4 Narrative

The school scored this indicator a 3 for school leaders monitoring and supporting the improvement of instructional practices. The stakeholders mentioned our learning supports for students with individualized learning needs were closely monitored by our school leaders and teacher recognition program was praised. We need to address documentation of collection of lesson plans and grade books.

3.5 Narrative

The school scored this indicator a 3 for teachers participating in collaborative learning communities to improve instruction and student learning. The schools common planning to ensure our professional learning communities were touted while improvement could be made in vertical communications.

3.6 Narrative

The school scored this indicator a 4 for teachers implementing the school's instructional process in support of student learning. The stakeholders noted multiple measures being used to inform instruction and curriculum revision but consistent learning expectations were sometimes needed.

3.7 Narrative

The school scored this indicator a 3 for mentoring, coaching and induction programs that support instructional improvement consistent with the school's values and beliefs about teaching and learning. The mentoring of our new teachers was praised yet continual professional learning regarding instructional improvement is needed.

3.8 Narrative

The school scored this indicator a 4 for engaging families in meaningful ways in their children's education and keeping them informed of their children's learning progress. Our parental portal for communication as well as staff communication was noted as strengths. An improvement could be made in ensuring parent accountability with regard to communication.

3.9 Narrative

The school scored this indicator a 3 for having a formal structure whereby each student is well known by at least one adult advocate for support. Our mentoring program for our focus students was a strength and the process of ensuring every student has an advocate could be improved.

3.10

The school scored a 3 on grading and reporting is based on clearly defined criteria representing attainment of content knowledge and skill and is consistent across grade levels and courses. Strengths mentioned were our common grading procedures and policies. A weakness that was noted was inconsistent reporting by teachers.

3.11 Narrative

The school scored this indicator a 2 for all staff members participating in a continuous program of professional learning. Although professional learning is plentiful and available, it is sometimes not consistent with the needs of the individual staff member.

3.12 Narrative

The school scored this indicator a 3 for providing and coordinating learning support services to meet the needs of students. Our caring staff as well as our knowledgeable learning support department was touted as positives while we still could use additional learning support as a need.

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

Indicator	Statement or Question	Response	Evidence	Rating
4.1	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.	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.	•School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	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.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	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.	•Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	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.	•Budget related to media and information resource acquisition •Survey results •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

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	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.	•Technology plan and budget to improve technology services and infrastructure •Policies relative to technology use	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	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.	•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 •Social classes and services, e.g., bullying, character education •List of support services available to students	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	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.	•List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process	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.

Heritage is a sound fiscal agent of stakeholder resources provided to the them.

Heritage employees a highly qualified staff that maintains instructional time as a priority.

The physical plant is well maintained.

4.1 Narrative

The school rated a 3 as they feel the policies, processes and procedures in place ensure that the school leaders have access to and are able to hire and retain qualified professional and support staff in order to fulfill the mission of Heritage High School.

4.2 Narrative

The school rated this indicator a 3 because they feel they have the adequate instructional time, material resources and fiscal resources to support the purpose and direction of the school. School leaders provide most of what is needed by the staff while instructional time is protected as much as possible.

4.3 Narrative

The school rated this indicator a 3 as the facilities are maintained in clean and healthy way. School leaders and personnel are held

accountable to high quality standards for maintaining the facility. Heritage is one of the cleaner school facilities for a school of their age.

4.4 Narrative

The school rated this indicator a 3 as all students and school personnel have access to media and information resources necessary to achieve the educational programs of the school.

4.5 Narrative

The school rated this indicator a 3 as they feel the technology infrastructure currently supports the school's teaching, learning and operational needs. The recent success of the E-splost referendum will ensure that the county's schools and students are provided with the latest technology available to maximize the student mission.

4.6 Narrative

The school rated a 3 on this indicator as they feel that school personnel implement programs and activities that are needed in order to meet the needs of each student in the school.

4.7 Narrative

The school rated a 3 on this indicator as the school provides many services that support the counseling, assessment, referral, educational and career planning needs of all students. The staff uses multiple forms of data to ensure that these programs are operation effectively in order to meet the students' needs.

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: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance	Level 3

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.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. 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. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•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	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	•Policies specific to data training •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Training materials specific to the evaluation, interpretation, and use of data	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school 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 school personnel consistently 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.	•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 growth •Evidence of student success at the next level	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Minutes of board meetings regarding achievement of student learning goals •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups	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.

Heritage collects a lot of data and uses this data in the system's Cycle for Results to guide instruction.

The faculty requests that they be provided more training on evaluation and interpretation of data.

The staff believes that the reliability of local and state assessments need improving.

5.1 Narrative

The school rated a 3 on this indicator because the school establishes and maintains a clearly defined and comprehensive student

assessment system. The school personnel use multiple assessment measures included common standardized assessments in order to assist students is measuring their performance.

5.2 Narrative

The school rated this indicator a 3 as they feel the school system's Cycle for Results protocols ensure that each teacher collects, analyzes and applies student performance data to ensure mastery of the standards being taught and quality interventions are implemented to assist those areas that students struggle with.

5.3 Narrative

The school rated this indicator a 3 as all professional and support staff are assessed and trained in a rigorous professional development program as it relates to data and the evaluation and interpretation of the data.
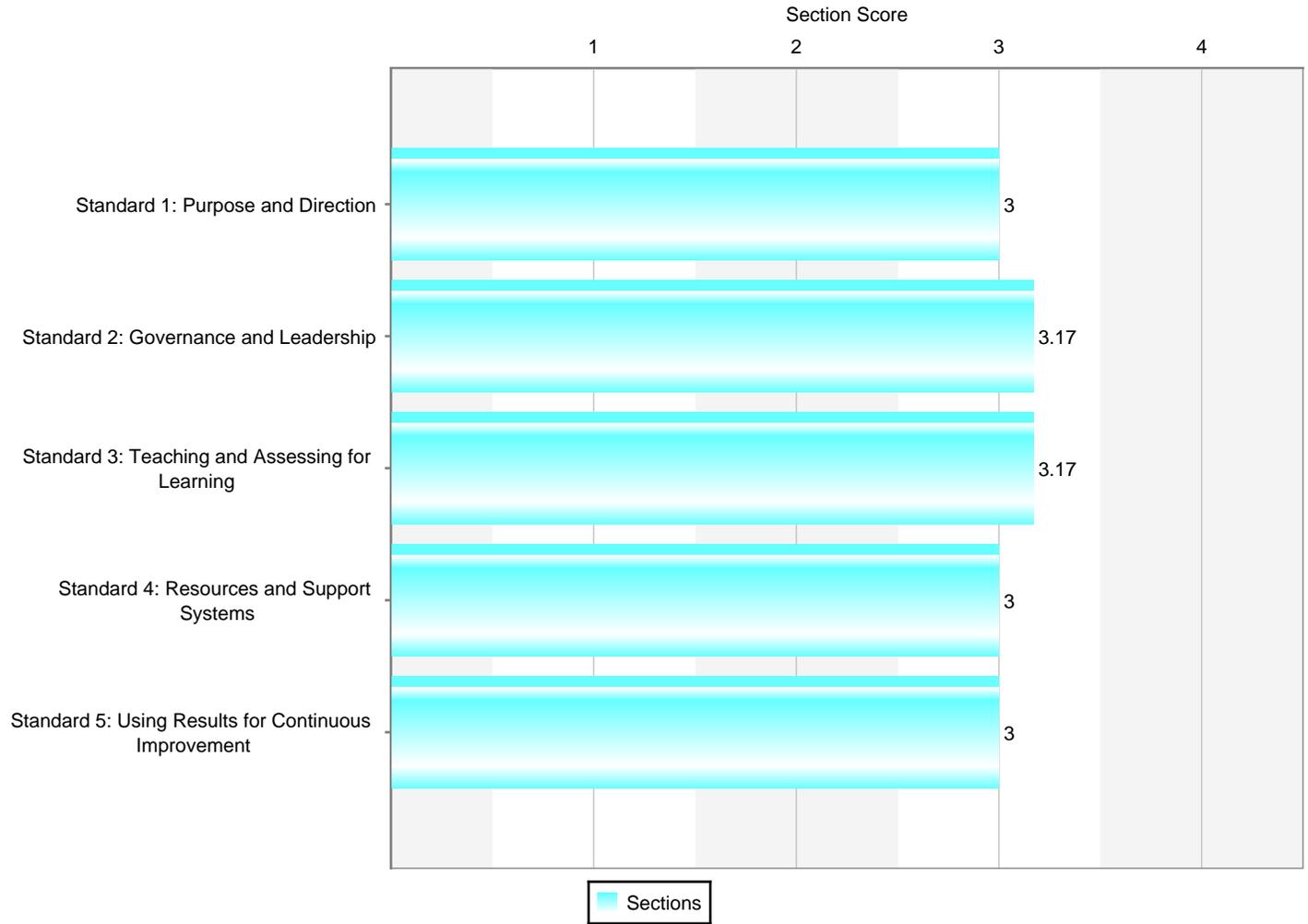
5.4 Narrative

The school rated a 3 on this indicator as they feel the system's protocols for PLCs describe a process for analyzing data in order to determine the readiness for success of student as they move through their course work. The system's Cycle for Results is the quality continuous improvement plan in use to ensure they students are learning at the appropriate level.

5.5 Narrative

The school rated a 3 on this indicator as they feel the school's leaders communicate and monitor information about student learning, conditions for learning as well as the achievement of school improvement goals. The school's leaders communicate the progress through many outlets to the stakeholders. Survey results however show that more avenues need to be explored in this area.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Standard 1: Purpose and Direction — 3

Standard 2: Governance and Leadership — 3.17

Standard 3: Teaching and Assessing for Learning — 3.17

Standard 4: Resources and Support Systems — 3

Standard 5: Using Results for Continuous Improvement — 3

Sections

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		HHS Stakeholder Feedback Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

Parents at a 3.88/5.0 felt that Heritage provides opportunities for students to participate in activities that interest them. The Heritage staff goes above and beyond to be sure that we offer the students a varied menu of activities in which the students can become involved in while at school.

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

According the results in several areas show that their student is provided with learning opportunities that have clear learning goals and objectives while be exposed to the newest technology available in the classrooms.

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

The survey results consistently show that students are supported in all areas by a staff that is caring and available to them if needed. Heritage has always been known as a school where students can be themselves and take risks while learning.

Areas in Need of Improvement

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

The survey results show that the parents feel their child's teachers does not keep them informed of their student's progress in their classes. As a high school that uses an online in real time grade book that is readily available for all parents to review their child's grades, teachers often times believe that there is no need to make contact with the parents since the grades can be viewed by the teacher and the parent in real time. Our staff can do a better job in this area and the results show it.

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

It seems that parent-teacher communication is an issue with our stakeholders. Our parents are not satisfied with the level of teacher to parent communication. Even though emails, online grade books and class websites are provided, our staff will need to seek other ways that we can communicate effectively with our parents.

**What are the implications for these stakeholder perceptions?**

The implications for the stakeholder perceptions is that the parents are pleased with most facets of the school's mission, culture, quality of instruction, but they feel there could be better communication in various forms to keep the stakeholder aware of the school's events and activities as well as their child's progress.

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

Most of the findings are consistent with what we have seen in other surveys. Communication and relationships are areas that the Heritage faculty and staff will need to improve moving forward.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.5

Sections
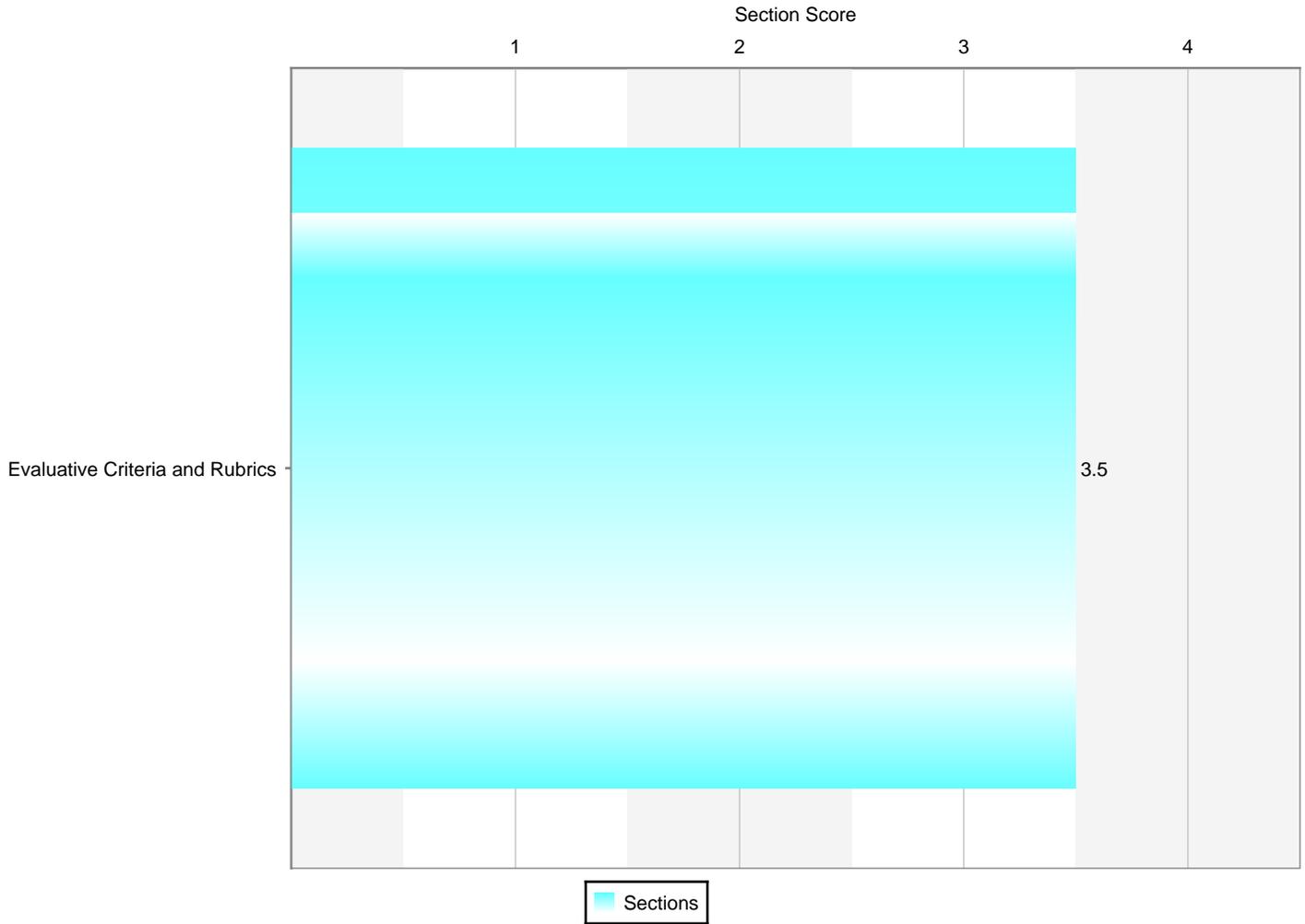
Student Performance Diagnostic

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		High School Student Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	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 entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	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 well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	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 have noticeably declined.	Level 3

Areas of Notable Achievement

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

Math II, Biology, Economics, US History, Language Arts Graduation Test, Social Studies Graduation Test

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

US History

Which area(s) indicate the overall highest performance?

Language Arts in grades 9 and 11, US History and Math II.

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

ELL

Between which subgroups is the achievement gap closing?

ELL, SWD, ED

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

ED, ELL

Areas in Need of Improvement

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

Math portion of GHSGT, Math 1 EOCT, Science GHSGT, Coordinate Algebra EOCT,

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

Math 1 EOCT

Which area(s) indicate the overall lowest performance?

Math 1 EOCT and Coordinate Algebra EOCT, which replaced Math 1 EOCT.

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

SWD is inconsistent with the anticipated achievement gains.

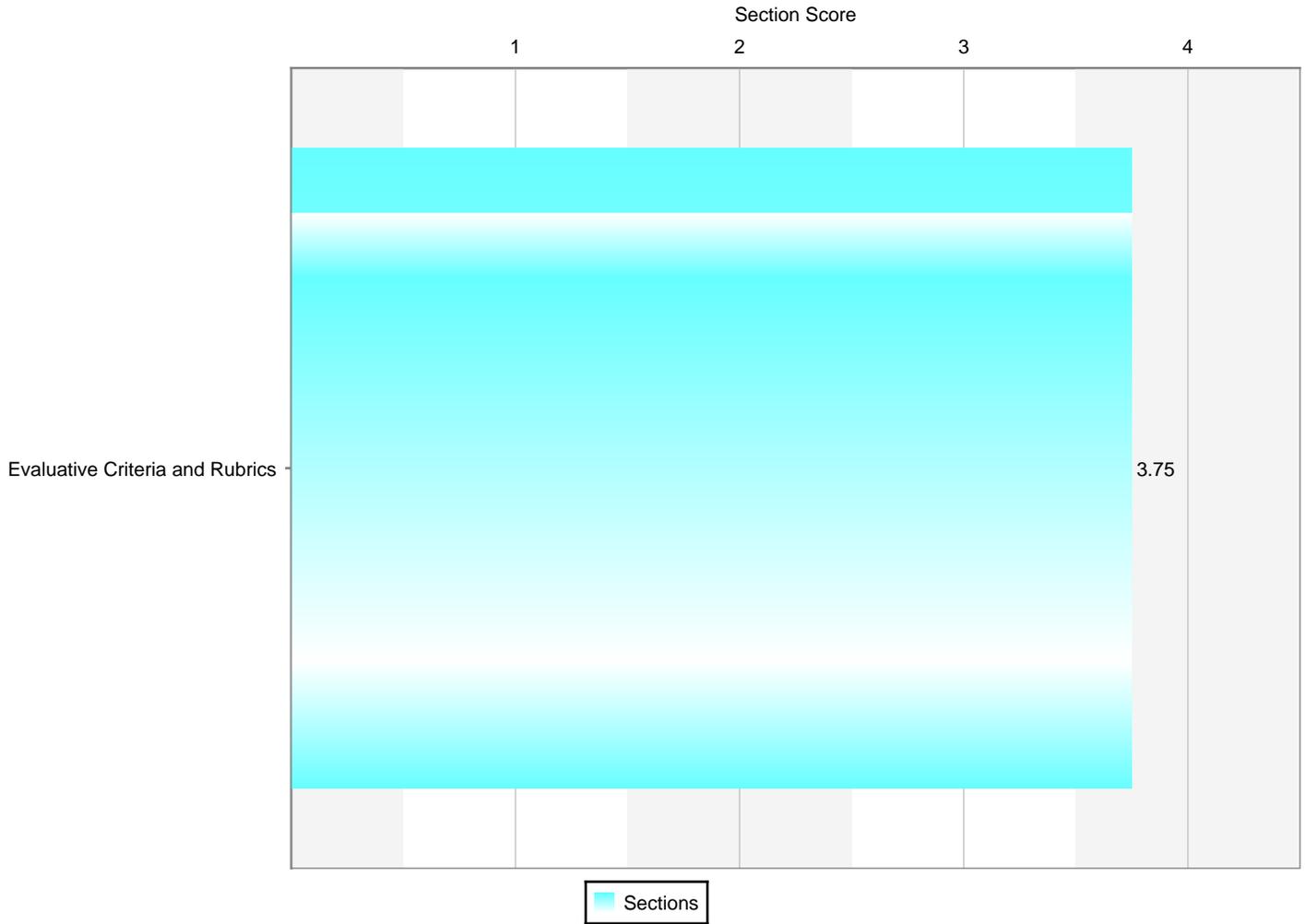**Between which subgroups is the achievement gap becoming greater?**

SWD and White students in advanced courses.

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

The performance level of our SWD students.

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics — 3.75

Sections

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: - 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		HHS SIP Documents