Accreditation Report

Screven County High School
Screven 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.
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?

Screven County High School is located in Sylvania, Georgia, and serves all of the towns and communities throughout the county. Screven County has a population of 14,593 with a per capita income of $16,189 as of the 2010 census. The racial make-up of Screven County is 55% white, 43% black, and 2% other. Screven County is 10th largest county in the state of Georgia by land area, however, it ranks 111th by population size out of the 159 Georgia counties. SCHS currently has 701 students enrolled in grades nine through twelve. The poverty level of the community is reflected in the fact that 79% of the students qualify for free or reduced meals. The student body at Screven County High School is 50% black, 48% white and 2% other. The staff includes 46 teachers, 4 paraprofessionals, a part time school nurse, a media specialist, two school counselors, 1 graduation coach/transition coordinator, 2 assistant principals and 1 principal. The staff at Screven County High School is stable with less than 5% turnover in the past 5 years. Similar to the county as a whole, the population at Screven County High School has declined over the past 5 years. The number enrolled has gone from 930 students in 2008 to a low last year of 684. With a declining student population comes a reduction in FTE funding from the state and federally funded programs. Even with lower FTE and continuing budget reductions, SCHS remains committed to providing all students with a quality education.

All Screven County schools face unique challenges brought about by poverty and geographic location. Many of the students who are enrolled are members of economically disadvantaged families. There are several programs in place to combat the issue of student poverty. These programs range from the free breakfast and lunch program to providing access to extra tutoring and technology. Also, students may live as far as 20 miles away one way from school and transportation to events other than the regular school day can be difficult. Finding ways to incorporate tutoring, parent conferences, extra-curricular activities and other events that normally take place after the school day can be a challenge. This challenge has become more of a hardship as both families and school's budgets have decreased. Lastly, the universal issue of reduced parental involvement as our students' progress from elementary to middle to high school is amplified due to our unique challenges. Unfortunately, we have scheduled meetings and invited all parents and had only a few show up. We utilize the local paper, send letters home, and use the automated calling system each time. Encouraging parents to become involved in a positive manner is a challenge.
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.

The purpose of Screven County High School is to prepare all students to graduate and to become positive, productive members of society. Our vision statement is “A safe place where everyone matters, everyone learns and everyone succeeds”. Safety is our highest priority for students and staff. It is our belief that if we make our students feel safe, more learning will occur, leading to greater success. There are many plans and procedures in place to keep our students both physically and emotionally safe. Staff members have been trained to help students avoid physical and emotional danger. Every student matters to us. We want every student to feel like he or she is wanted and needed at school. We incorporate different activities throughout the year to keep students involved, recognize and reward them for the good deeds they have done and to show them we care.

We offer many activities and organizations in which students may become involved. Our athletics, band, and Career Technology Agriculture Education (CTAE) organizations share many successes. SCHS students compete successfully at the state and national level. Our school system has invested in athletic facilities that rival much larger districts in the area and we receive numerous compliments about them from visiors. Our band program is supplemented by a generous local budget that is uncommon for a school system our size. These additional funds allow our band program to have first rate instruments, music, and new technology sound equipment that helps give our students the same advantages of larger schools.

Our CTAE student organizations achieve and compete at high levels. The FFA club has state winners, state officers, and national recognition for their chapter work. Similarly, the SCHS FCCLA has had state winners, state officers, and national recognition. All of these experiences work together to accomplish our desire for everyone to succeed. We are in the process of reviving the theater arts program in order to provide students with another avenue to expand their talents and become involved. Our auditorium, built in 1962, is currently undergoing a complete renovation bringing it up to the 21st century. We believe that students that are involved in extra-curricular activities are more likely to stay in school and graduate. Our goal is to continue and even enhance the programs we already offer.
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.

In 2011, the State of Georgia began calculating the graduation rate by using the cohort method. Most systems' graduation rate decreased as did the overall state graduation rate to 67.44%. Screven County High School's graduation rate increased to an all-time high of 81.94%. That rate was highest for a school system in our RESA district and the 24th highest in the state for a school system. This is no small feat, considering our socioeconomics and demographics. The graduation rate for SCHS African American students has risen from 43% five years ago to over 75%. Although we are very proud of these accomplishments, we continue to plan for improvement.

As the Georgia High School Graduation Test is being phased out, greater importance is placed on our students' passing the End of Course Tests (EOCT). Last school year SCHS students scored their highest ever on seven of the eight EOCTs. The remaining score tied their highest in Math 1. The Math 2 EOCT passing rate was 24% above the state passing rate. Six of eight test scores were above the state average with the other two being very close. As an incentive, students who pass all of their EOCTs enjoy free tea at lunch and free entrance to athletic events the following year.

Another key indicator of success that we monitor is the first time passing rate of ninth graders. For 5 consecutive years, 90% of first time ninth graders have been promoted to tenth grade. The Ninth grade promotion rate is a strong indicator for graduation rate three years later. When first time ninth graders are successful, they have a better chance of staying in school. Last year, no first time ninth graders (zero) dropped out of SCHS.

As these successes are celebrated, new goals are determined. These include increasing scores for the Georgia High School Writing Test and improving the overall school climate.

Historically, our writing test scores have been below the state average. To aid this, steps are being taken to increase reading and writing in all classes. Also, tenth grade literature class focuses greatly on writing in preparation for the writing test in the fall of the junior year.

In addition to the great strides in student achievement at SCHS, a new emphasis has been placed on creating a more positive school climate. A committee of teacher leaders meets monthly to plan and implement strategies designed to make students feel important and appreciated at school. Simple gestures such as recognizing students in different ways on their birthday or other special occasions, and allowing them to have a "dress down" day when they meet expectations or accomplish important goals have increased student morale and improved attitude. Furthermore, the implementation of the Georgia's Best Business Ethics Framework has established a high standard for student behavior and the development of "soft skills" that help make students successful in school and in the working world.

Another area that SCHS is addressing is improving student work effort. This fall, in an effort to prepare students for the Georgia High School Graduation Writing Test several interventions were implemented to encourage writing practice. Still, students were reluctant to write or did not give forth their best effort. Lack of engagement, unfortunately, is evident in too many students and conventional interventions such as parental contacts, conferences with administrators, or negative consequences have had little impact. It is has been observed that student apathy may be an unintentional consequence of giving multiple opportunities for the completion and assignments and the mastery of content. One goal of the SCHS Change Team is to develop a program of interventions that balances high academic expectations with adequate opportunities to succeed.
In 2005, in an effort to increase our graduation rate and serve students that had difficulties going to the regular high school a Performance Learning Center (PLC) was created through the Communities in Schools organization. The PLC utilized the E2020 computer based instruction program for content delivery. Many students that had struggled academically previously and were at risk of dropping out of school began to experience success. When budget cuts forced the closure of the PLC program, SCHS administration implemented the Technology Aided Program for Success (TAPS) to serve these students. TAPS utilizes an existing computer lab on the campus of SCHS, and the E2020 program to provide academic interventions in a variety of ways. Students can take advantage of credit recovery opportunities, transfer students can have the opportunity to fill gaps in their transcript, and struggling students are offered an alternative setting to the regular classroom. We have been able experience much success with the many facets of our TAPS program.

We have a wonderful German program. Students can take German 1 to German 4. They can visit Germany through the German-American Partnership Program and host Germans from our partner school in former East Germany. Our students compete yearly at the state German convention and perennially win top honors in competitions with larger, more affluent schools.

While the SCHS German program has benefitted from strong, long-term leadership as well as exceptional community support, school leaders have identified the need to expand the Spanish program meet a growing interest and demand. Currently, Spanish classes are some of the largest in the school. Continuing to maintain two high quality foreign language programs in our system will present budgetary and staffing challenges along with new leadership opportunities.
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: 3.33

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| 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. | •Purpose statements - past and present  
•Documentation or description of the process for creating the school's purpose including the role of stakeholders  
•Minutes from meetings related to development of the school's purpose  
•Survey results  
•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)  
•Attendance Policy, Peer Evaluations, School Improvement Plan | Level 3 |

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| 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. | •Survey results  
•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose  
•The school's statement of purpose  
•School Report Card, Example Lessons, State Test Scores | 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.

There are several areas of strength at Screven County High School regarding Standard 1. The school's purpose statement is “To prepare all students to graduate and become positive, productive members of society.” The school's vision or direction statement is “SCHS, a safe place where everyone matters, everyone learns, and everyone succeeds.” The fact that the purpose and vision statements are clearly focused on student success is an area of strength. Also, the process of ensuring success is carried out through the School Improvement Committee (SIC) and the Change Team which meet regularly. SIC meeting minutes show that the policies enacted by these groups ensure student success. For example, the implementation of the ninth grade composition support class, new attendance policy, make-up work protocol, and plans to increase rigor are clearly focused on maintaining and increasing student achievement. Also, these groups consistently analyze data from student, parent, and teacher surveys to determine if these new strategies are successful. After these meetings, members emphasize the importance of data analysis within the classroom.

Teachers regularly use the Statewide Longitudinal Data System (SLDS) and Infinite Campus (IC) to determine the strengths and weaknesses of their students. Furthermore, this data is used to adjust instruction. IC and our school newsletters help teachers and administrators notify students and parents about upcoming progress reports, testing, and other pertinent information. Our school's commitment to shared values and beliefs is regularly reflected in communication among leaders and staff through e-mail. Our principal sends weekly updates reminding faculty and staff about events which can include monthly board of education meetings, various school or department meetings, and athletic and fine arts events; also, e-mails provide reminders of expectations regarding grading procedures, student class-change procedures, and tardies.

Also, to ensure the success of our students, administrators guarantee rigorous teacher classroom performance through the use of the GTOI evaluation rubric, classroom "walk-throughs," implementation of the CCGPS, and the regular teacher-attendance of performance learning community (PLC) meetings. The Balanced Score Card, GHSGT scores, and EOCT scores are also shared and reviewed as a school faculty.
Along with the challenging array of required core classes (including Honors & AP) in Math, Science, Language Arts, Social Studies, and Foreign Language (Spanish and German), the school offers a wide variety of CTAE classes to help peak student interest and involvement in the local community. These classes offer a broad variety of exigent topics that range from computers, technology, child care, and agricultural/horticultural-based learning. The school has made great strides in raising student achievement in all areas, especially in the African-American male subgroup. This past year our school exceeded both the district and state scores for Math 1 and U.S. History on the EOCT in this subgroup.

All stakeholder groups are engaged in the process of improving conditions that support student learning. Teachers, parents and administrators meet to discuss current and future improvements at Change Team meetings. Administrators continually revise school improvement plans and have these plans available to the community on the school's website. Aforementioned student, parent, and teacher surveys are also available on the website.

In order to sustain our strengths, SCHS is planning regular meeting times for the SIC, Change Team, and PLC groups. These regular meeting times will ensure that SCHS grows toward its goal of preparing all students to graduate to be productive members of society. As we prepare for data analysis, the dissemination of parent, teacher, and student surveys will provide administrators, teachers and stakeholders with a pool of data pertinent to student success; such analysis will allow the trend toward more successful students to continue. As teachers attend live webinars during PLC meetings, they are perfecting the use of the CCGPS in the classroom. Continual monitoring and evaluation by the administration will ensure the rigorous nature of the learning environment and improve teacher accountability.

In order to make improvements at SCHS, increasing parent stakeholder involvement would allow a clearer focus on shared values and beliefs about student success in the community. To improve SCHS, we should consider creating goals based on the parent, teacher, and student surveys.

In order to increase parental involvement, SCHS provides newsletters for students to take home, and they are available on the school website; these informational letters discuss school events, test scores, and upcoming testing schedules. Also, they serve as an open invitation for parents to attend Change Team meetings which would increase student achievement. In order to increase parental involvement, parent surveys from the 2011-2012 year should be analyzed in order to determine the true attitudes and opinions of parents toward the school. Teachers and administrators should create goals based on these survey results to improve attitudes and increase ownership in school and student success.
The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 2.83

### Standard 2: Governance and Leadership

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<td>2.1</td>
<td>The governing body establishes policies and supports practices that ensure effective administration of the school.</td>
<td>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.</td>
<td>• Governing body policies, procedures, and practices • Communications to stakeholder about policy revisions • Staff handbooks • Student handbooks • Model School Conference Literature for Professional Growth</td>
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<td>2.2</td>
<td>The governing body operates responsibly and functions effectively.</td>
<td>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.</td>
<td>• List of assigned staff for compliance • Proof of legal counsel • Governing body policies on roles and responsibilities, conflict of interest • Governing code of ethics • Assurances, certifications • Communications about program regulations</td>
<td>Level 3</td>
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<td>2.3</td>
<td>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.</td>
<td>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.</td>
<td>• Stakeholder input and feedback • Survey results regarding functions of the governing body • Roles and responsibilities of school leadership • School improvement plan developed by the school • Communications regarding board actions • Agendas and minutes of meetings • EOCT Scores Report, Highly Qualified System Report</td>
<td>Level 3</td>
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| 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 in support of the school's continuous improvement plan  
•Examples of decisions aligned with the school's statement of purpose  
•Model Schools Conference Notes | Level 3 |
| 2.5       | Leadership engages stakeholders effectively in support of the school's purpose and direction. | Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school. | •Communication plan  
•Minutes from meetings with stakeholders  
•Copies of surveys or screen shots from online surveys  
•Survey responses  
•Involvement of stakeholders in a school improvement plan | Level 2 |
| 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  
•Representative supervision and evaluation reports  
•Supervision and evaluation documents with criteria for improving professional practice and student success noted  
•Job specific criteria  
•GTOI Score Summaries, Peer Observation Rubrics, Peer Observation Best Practices | 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.

Areas of strength at SCHS begin with our administration and the instruments they have put into place in order to monitor effective instruction and assessment. Through these improved measures there has also be a more equitable and challenging learning experiences for all students. In addition, there are requirements, direction for, and oversight of fiscal management. Procedures for making deposits and paying for services, materials, and fundraising endeavors are outlined in the Staff and Teacher Handbooks. The handbooks also include defined roles and responsibilities and a formally adopted code of ethics with no conflict of interest.

The administrators are required to participate in formal professional development including decision-making, supervision and evaluation and fiscal responsibility. The goal of administrative decisions and actions is to develop continuous improvement to achieve the school's purpose. All students are expected to meet high standards in all courses of study, thereby increasing their performance on state assessments. 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. Administrators meet with department heads to discuss policies and procedures pertaining to teacher responsibilities and student achievement. The administration and the School Improvement Council (SIC) work collaboratively on school improvement efforts and provide and support meaningful leadership roles for stakeholders. The SIC is a group of core teachers and administrators who meet during common planning to discuss areas of improvement for the school. Also, this body solicits suggestions from staff on how to better serve our students. The processes of supervision and evaluation are regularly implemented; the criteria and processes are focused on improving professional practice and improving student success.

Teacher evaluations with walk-throughs as well as formal observations provide feedback for teachers and facilitate improving student success. Also, teachers observe other teachers in other departments for best practices. The instructional coach is available for advice and the best practices are publicized and recorded for future viewing.

The areas in need of improvement include policies and practices regarding professional growth of staff. Our school has professional learning communities (PLCs), but not all staff members are included in these groups. In addition, although the governing body complies with all policies, procedures, laws, and regulations, it does not always function as a cohesive unit. Continued improvement in communication and consultation with one another will ensure procedures are carried out in a uniform manner. This is being addressed even now with the common planning that some 9th grade teachers share.

Although some leaders and staff express a desire for collective accountability for student learning, not all stakeholders are involved in the learning process. The culture is characterized by a minimal degree of collaboration and limited sense of community. School leaders’ efforts resulted in some stakeholder participation and engagement in the school. The governing body has tried and will continue to try to involve all stakeholders. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning. More positive reinforcement and feedback will allow continued improvement of student learning and teacher effectiveness.

The actions taken to sustain the areas of strength include training teachers on cyber safety and implementing training for cyber-bullying. The process for handling bullying will be further defined and there will be notification in the student handbook about the expectations and consequences concerning bullying.

PLCs meet frequently to make sure that all members are on the same page and that any necessary training can be applied. Freshman
orientation, Senior conferences, SCHS webpage, individual teacher webpages, and weekly email notifications from the principal about meetings, sporting events, club activities and other pertinent information are all part of the efforts to improve student achievement. Counselors will meet with struggling 9th graders to formulate a plan to help them stay on track. A newsletter, "What's Happening at SCHS," will be published monthly and given to the students. It contains information about sports activities, band activities, testing, SIC announcements, and "Just FYI." The newsletter is also an effort to encourage parent involvement at SCHS.
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: 2.83

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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. | • Learning expectations for different courses  
• Representative samples of student work across courses  
• Survey results  
• Course schedules  
• Lesson plans  
• Posted learning objectives  
• Enrollment patterns for various courses  
• Course descriptions  
• Descriptions of instructional techniques | 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. | • Lesson plans aligned to the curriculum  
• Surveys results  
• Common assessments  
• Curriculum guides  
• A description of the systematic review process for curriculum, instruction, and assessment  
• Curriculum writing process  
• Products – scope and sequence, curriculum maps | Level 3 |
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| 3.3       | Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. | Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools. | •Professional development focused on these strategies  
•Findings from supervisor walk-thrus and observations  
•Agenda items addressing these strategies  
•Teacher evaluation criteria  
•Examples of teacher use of technology as an instructional resource  
•Interdisciplinary projects  
•Surveys results  
•Student work demonstrating the application of knowledge  
•Authentic assessments  
•Examples of student use of technology as an instructional tool | Level 2 |

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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. | •Supervision and evaluation procedures  
•Recognition of teachers with regard to these practices  
•Surveys results  
•Peer or mentoring opportunities and interactions  
•Curriculum maps  
•Examples of improvements to instructional practices resulting from the evaluation process  
•Documentation of collection of lesson plans and grade books  
•Administrative classroom observation protocols and logs | Level 3 |
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<td>3.5</td>
<td>Teachers participate in collaborative learning communities to improve instruction and student learning.</td>
<td>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.</td>
<td>•Calendar/schedule of learning community meetings •Examples of improvements to content and instructional practice resulting from collaboration •Survey results •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Peer coaching guidelines and procedures</td>
<td>Level 3</td>
</tr>
<tr>
<td>3.6</td>
<td>Teachers implement the school's instructional process in support of student learning.</td>
<td>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.</td>
<td>•Survey results •Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning</td>
<td>Level 3</td>
</tr>
<tr>
<td>3.7</td>
<td>Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.</td>
<td>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.</td>
<td>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Professional learning calendar with activities for instructional support of new staff •Survey results •Records of meetings and walk thrus/feedback sessions</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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| 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 and implemented. School personnel regularly inform families of their children's learning progress. | • List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days  
• Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process  
• Survey results  
• Calendar outlining when and how families are provided information on child's progress  
• Volunteer program with variety of options for participation | Level 3 |
| 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. | • Master schedule with time for formal adult advocate structure  
• Curriculum and activities of formal adult advocate structure  
• List of students matched to adult advocate  
• Survey results  
• Description of formal adult advocate structures | Level 3 |
| 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. | • Sample report cards for each grade level and for all courses  
• Survey results  
• Policies, processes, and procedures on grading and reporting  
• Samples communications to stakeholders about grading and reporting | 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.

All members of the staff participate in collaborative learning communities on a regular basis as indicated by the learning community calendar, meeting agendas, and meeting minutes. The focus of these meetings, which can be seen in the PowerPoint presentations used to conduct the meetings, depends on various initiatives as well as identified needs (walk-through data, needs assessments). Collaboration occurs across content areas, and staff members have been trained, but don't always implement a formal process that promotes productive discussion about student learning. We can link collaboration to improved results in instructional practice and student performance. We feel our focus on DOK levels and increased rigor as shown by our learning community agendas and hand-outs increased our pass percentage on most of our standardized tests.

All staff members are involved in a continuous program of professional learning as indicated by our "Coach's Notes" agendas, training on state/system initiatives, and attendance at various conferences. Professional development is not only based on school needs, but on individual needs as well. For example, staff members that struggle with classroom management are asked to attend a workshop on behavior management.

There are opportunities for parents to volunteer through our extracurricular/co-curricular activities. We have high attendance at our yearly open house, and every student along with his or her parent or guardian meets with an advisor annually to plan for upcoming courses and graduation. Parents have access to the Parent Portal, and the school's calling/email system is used to inform parents of upcoming events such as when progress reports are given.

Although an area of focus in recent years has been increased rigor in all classrooms, there are still some areas that do not always provide equitable and challenging learning experiences for ALL students. Although most of our students are provided challenging and equitable
opportunities to develop learning, thinking, and life skills in each course, we don’t think that all students are provided with these equal opportunities in ALL courses. Survey results indicate that parents, students, and staff members also agree. Descriptions of instructional techniques show that some learning activities are individualized.

As shown in samples of student work as well as walk-through and observation data, teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Also, while teachers personalize instructional strategies for groups of students, they do not always do the same for individual students. Furthermore, while teachers sometimes use instructional strategies that require application of knowledge and skills, integrate content, and use technology as a learning tool, this does not happen as consistently as it should.

School personnel use data to identify unique learning needs of all students at all levels of proficiency, but this is not always done systematically and continuously. Our RTI/504 program is one area of weakness, but it is also an area that we are working on improving. While school personnel are familiar with research related to unique characteristics of learning and provide related learning support services, they don’t necessarily stay current on this research.

In general, the areas where we need to continue to improve relate to equity of student opportunities to develop learning and thinking skills, opportunities to apply and integrate knowledge and skills, and meeting the unique learning needs of individual students. The areas of strength, in general, relate to collaborative learning communities and professional learning as well as opportunities for family involvement and providing information to parents/guardians.

To sustain our areas of strength, we plan to continue working on CCGPS implementation and adding literacy activities to all of our content-area units. This focus, along with the continuation of increasing rigor, will continue to be the focus of our learning communities. While we do a pretty good job of informing our parents, we need to find more ways to actually include them in the activities of the school; so we will continue to try to provide these opportunities. Our teachers as advisors program will continue and we are required to develop a graduation plan for each student; so the counselors will be required to meet with the students more often.

To address equity among learning experiences, we will continue to increase rigor and the opportunities for higher-level thinking and application in all courses. This also addresses the level of engagement of instructional strategies. As the use of application, integrated activities, and technology use increases, so does the level of student engagement.

Our RTI program needs to be improved. Our counselors and graduation coach work on screenings as well as providing more intervention and information to teachers on this process, and they continue to work harder for improvement. 504 plans are being more systematically reviewed with transition from the middle school to the high school.
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: 3.14

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<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
</table>
| 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. | •Assessments of staffing needs  
•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff  
•Documentation of highly qualified staff  
•School budgets for the last three years | Level 3 |

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
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<th>Rating</th>
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</thead>
</table>
| 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 solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction. | •School schedule  
•Examples of efforts of school leaders to secure necessary material and fiscal resources  
•School calendar  
•Student Handbooks, Teacher Evaluation Guides, | Level 4 |

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
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</thead>
</table>
| 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.  
•Maintenance schedules  
•Safety committee responsibilities, meeting schedules, and minutes  
•System for maintenance requests | Level 3 |
<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>4.4</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>• Data on media and information resources available to students and staff • Budget related to media and information resource acquisition</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 • Survey results • Assessments to inform development of technology plan</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>• Social classes and services, e.g., bullying, character education • Student assessment system for identifying student needs • Agreements with school community agencies for student-family support • List of support services available to students • Counselor Job Responsibilities, Classroom Guidance Agenda, Counselor Evaluation Rubric</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.

To address indicator 4.1, Screven County High School does have policies, processes, and procedures in place to describe how school leaders are to access, hire, and retain qualified professional and support staff as evidenced by the Board Policy on Professional Personnel Recruitment. The school also has a new teacher mentor program in place to help train and retain qualified professional and support staff shown. In addition, all of the teachers at the school are high qualified.

Each year, 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. At the beginning of each calendar year, school leaders meet to determine the number of teachers and staff needed to provide the critical educational programming necessary to support the school’s purpose. The Title II-A Needs Assessment and Planning worksheet are used to help determine the number of personnel needed at the school.

The school has sustained fiscal resource available to fund the positions critical to achieve the purpose and direction of the school. The school budgets for the last three years show the efforts of school leaders to secure necessary material and fiscal resources to provide the educational programs necessary to ensure that students will have the required courses for scholastic improvement and graduation. The school improvement plan shows the alignment of funds with the school’s purpose and direction.

As stated in indicator 4.2, administration at SCHS ensures that instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. At Screven County High School, instructional time is protected in policy and practice. School leaders set a standard for the teachers to teach “bell to bell” as indicated by our teacher evaluations. Furthermore, student handbooks guide parents to limit interruptions to the school day. Finally, club days have been established once per grading period to minimize the loss of instructional time due to extracurricular activities.

School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. In addition, efforts toward the continuous improvement of instruction and operations concentrate on achieving the school’s purpose and direction. Our school improvement plan shows the alignment of material and fiscal resources towards continuous improvement of academic rigor and student achievement.

School personnel and students are accountable for maintaining the expectations of a safe, clean, and healthy environment, which helps support our rating of indicator 4.3. Our school leaders have adopted and created clear expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with stakeholders. There is one full time custodian who is...
reinforced by a professional cleaning service that cleans the schools Mondays, Tuesday, Thursdays and Fridays. Cleanliness expectations are communicated to students through signage in restroom facilities and the lunchroom as well as monitoring in the lunchroom. School leaders have developed protocols for handling fire, severe weather and lockdown situations. The teacher handbook and addendums cover these procedures, safety committees meet to discuss the procedures and regular drills are conducted and documented with minimal interruption to instructional time.

The school system employs a full-time maintenance staff to maintain and repair equipment and major facility issues. Teachers and staff input facility maintenance requests into School Dude and receive email updates on the initiation, assignment and completion of the requests. The results of improvement efforts are systematically evaluated regularly through the closure of incident requests in School Dude.

Qualified personnel are available in sufficient numbers to assist students and school personnel in learning about the tools and locations for finding and retrieving information. The media center has a full-time media specialist and media assistant. The media specialist teacher media center orientation, research, GALILEO and source citing classes each year through Language Arts classes and at request of teacher in other areas. She also promotes knowledge of intellectual property and avoidance of plagiarism.

Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school through our media center and the use of technology which relates to indicator 4.4. The media center contains three computer labs which are kept up to date to help facilitate student and teacher information literacy. The media specialist runs reports to show the holdings of the media center, the cost of the holding categories, and the timeliness of copyrights.

Finally, indicator 4.5, the technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. Each teacher has a mounted LCD projector and has access to a networked color laser printer. Digital cameras and digital video cameras are available for check out in the media center. Student response systems can also be checked out from the media center for use in classrooms. Many classrooms have mounted interactive white boards. AP classrooms are equipped with iPods and MacBooks. A compilation of technology resources available has been made available to teachers and professional development workshops are held to make teachers aware of these resources. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.
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: 2.8

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<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>5.1</td>
<td>The school establishes and maintains a clearly defined and comprehensive student assessment system.</td>
<td>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.</td>
<td>•Evidence that assessments are reliable and bias free •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Documentation or description of evaluation tools/protocols •Benchmark Assessments</td>
<td>Level 3</td>
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<tr>
<th>Indicator</th>
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<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>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.</td>
<td>•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 •Written protocols and procedures for data collection and analysis •SCHS Placement Rubric, Sample ASVAB Report, Peer Observation, School Improvement Meeting Minutes and Sign In Sheets</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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</table>
| 5.3       | Professional and support staff are trained in the evaluation, interpretation, and use of data. | Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data. | • Professional learning schedule specific to the use of data  
• Training materials specific to the evaluation, interpretation, and use of data  
• Documentation of attendance and training related to data use | Level 2 |
| 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. | • Examples of use of results to evaluate continuous improvement action plans  
• Agendas, minutes of meetings related to analysis of data  
• Evidence of student readiness for the next level  
• Evidence of student success at the next level  
• Evidence of student growth  
• Description of process for analyzing data to determine verifiable improvement in student learning  
• Georgia Best Program | 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.

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<tr>
<td>5.5</td>
<td>Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.</td>
<td>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.</td>
<td>• School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals • Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals • Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders • Minutes of board meetings regarding achievement of student learning goals</td>
<td>Level 3</td>
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</table>

SCHS feels confident that our strengths include using bias free assessment tools, historical background form our EOCT, GHSWT, PSAT, ASVAB, and Benchmark scores to drive our assessment system. Several of our samples provide support to our bias free system. We are continuously striving for increased scores across all content areas consistently however; we feel that we need to improve upon all of the assessments providing more consistent measurement across the classrooms and courses. Most of our assessments are regularly evaluated for changes. We will support this bias free system by regulating the information provided from middle school rubric scores and using the high school level tests in EOCT, GHSWT, and Benchmark scores used in common core planning and assessments from each department. Additionally we will continue to strive for student success at the high school level to determine future RTI placement.

From the immeasurable help from our Instructional Coach, Joyce Jamerson, we have been able to systematically and consistently track from multiple data sources for student learning and achievement throughout our instruction, programs, and organizational conditions. Our trend data from the past 7 years demonstrates these successes. By using PLCs, the School Improvement Committee, Change Team, and common planning/assessments, we have seen a complete picture of our schools strengths. Although our strengths are analyzed and recorded, we also need to greatly improve upon using data to design, implement, and continuously evaluate our improvement plans. We have consistently used a rubric for rising 9th graders that allows us to create course schedules to form support, regular, and accelerated classes for students. Evidence of this system has been proven effective by offering 9th Grade ELA Composition and Math Support courses. These plans need to be used more effectively by all of our school personnel. SCHS intends to continue pulling students out and giving more individualized instruction for graduation content tests and graduation writing test scores regardless if this is during the school year or over the summer. We are progressing in our uses of the RTI process with our Guidance counselors in the hopes of indentifying students earlier that are struggling by providing various forms of interventions to foster student success.

Our principal is regularly updating and reminding teachers of how our trend data looks from year to year with annual reviews of information at the beginning of the school year and at mid-year in January to help maintain and improve upon our goals for the school year. PLC meetings, run by department heads, our Instructional Coach, or various other support staff allow our school to train most of our staff, however due to the many responsibilities of teachers, coaches, club sponsors, and more specifically budgetary restraints, we are limited in getting the
information at one time to all members of the faculty and staff. We strive to consistently make efforts in getting accurate information to all school personnel and make these trainings meaningful and rigorous with valid uses in the classrooms and across curriculums. Our teachers are consistently using data such as: formative and summative classroom assessments, replacement assessments geared towards student improvement; Senior Conferences; AP potential student based on PSAT scores; mock EOCT and AP exams; ASVAB and COMPASS testing; Exceptional Studies student action plans; GA College 411 plans; and the Georgia Best Business Ethics Student Training to determine verifiable improvement in student learning and readiness for the next level. Our outcomes indicate that we are consistently using the results for continuous improvement related to student learning. Our best source for this information comes from regular progress reports, report cards, IEP and 504 Plans, which is shared with the stakeholders. We strive for growth in this area by more clearly defining the outcomes in PLCs, SIC meetings, and other various forms of training to our teachers. We will also continue to maintain a fee waiver process for taking the SATs and ACTs for all students, which also enables them to have college application fees waved as well.

As one of our strongest areas in this standard, our leaders are all regularly delivering results to our stakeholders in a variety of methods. We use Freshmen orientation, reports to the BOE, Faculty Meetings, PLCs, Student/Parent Letters and emails to share EOCT data and other pertinent school information, including, but not limited to review sessions, daily announcements on our school website, and Infinite Campus Parent Portal communications that allow parents to receive emails and text message alerts for their students progress in classes, attendance, and schedule changes. We hope to add a Facebook page to this list of communication methods, as we know that this is a significant form of communication in today's society. Our students and parents will benefit from this type of page for school related activities such as sports and club events, potential school closings, reminders of when progress reports and report cards are being distributed, exams information, new school policies, and the goes on and on.
Report Summary

Scores By Section

<table>
<thead>
<tr>
<th>Sections</th>
<th>Score</th>
</tr>
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<tbody>
<tr>
<td>Standard 1: Purpose and Direction</td>
<td>3.33</td>
</tr>
<tr>
<td>Standard 2: Governance and Leadership</td>
<td>2.83</td>
</tr>
<tr>
<td>Standard 3: Teaching and Assessing for Learning</td>
<td>2.83</td>
</tr>
<tr>
<td>Standard 4: Resources and Support Systems</td>
<td>3.14</td>
</tr>
<tr>
<td>Standard 5: Using Results for Continuous Improvement</td>
<td>2.80</td>
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Assurances Report
## AdvancED Assurances

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<thead>
<tr>
<th>Assurance</th>
<th>Certified</th>
<th>Comment/Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution has read, understands, and complies with the AdvancED Policies and Procedures.</td>
<td>Yes</td>
<td></td>
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<tr>
<td>The institution monitors all financial transactions through a recognized, regularly audited accounting system.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<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>SCHS School Improvement Plan revised 11-28-2012.docx</td>
</tr>
<tr>
<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></td>
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</tbody>
</table>
| 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      |                                                                                 |
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.
### Assessment Scores

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>1. Quality Score</td>
<td>Enter the average assessment quality score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).</td>
<td>4.0</td>
</tr>
<tr>
<td>2. Alignment Score</td>
<td>Enter the average assessment alignment score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).</td>
<td>4.0</td>
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<tr>
<td>3. Disaggregation/Analysis Score</td>
<td>Enter the average disaggregation/analysis score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).</td>
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<td>4. Student Results Status Score</td>
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<td>5. Improvement Score</td>
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<td>6. Overall Student Performance Score</td>
<td>Enter the average overall student performance score from the Student Performance Worksheet.</td>
<td>30.0</td>
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</table>
Areas of Notable Achievement

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

The Mathematics 2 EOCT and the United States History EOCT were well above what was expected. Our Math 2 EOCT scores have jumped tremendously the last two years. Our percent passing has gone from 45% to 65% to 79% in the last three years. This past year our Math 2 EOCT passing scores were 25% above the state average which was 54% passing. Our US History EOCT has historically been well below the state average. This past year our US History EOCT passing scores went up 14% and that was high enough to be 6% above the state passing average.

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

All of our EOCT scores have shown remarkable improvements the last three years. Last year our passing rate for six of the eight EOCT was the highest we have ever had here at SCHS. Our Math 1 EOCT was even with previous years and that test is no longer being given by the state. Our black subgroup improved in six of the eight EOCT areas. Our students with disabilities increased in six of the eight EOCT areas. Our white subgroup also improved in six of the eight EOCT areas.

Which area(s) indicate the overall highest performance?

Our 9th Grade Language Arts EOCT had the highest passing rate and also had 12 students that scored in the 4th category. The black subgroup passing rate increased by 11% and the students with disabilities passing rate increased 13% on the same EOCT. Our scores are still just slightly lower than the state average, but much closer than in the past.

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

All subgroups appear to moving in the right direction. The overall group; the white, black, and students with disabilities all have shown solid increases the past couple of years. All groups have made some double digit gains in percent passing on the EOCT the past two years. The Physical Science, Biology, Economics, US history, and Mathematics 2 EOCT scores have all seen a gain of 10% or more passing the last two years for all students. Black students have made double digit gains in Biology, Mathematics 2, 9th Grade Literature, US history, and Economics. White students have made double digit gains in Economics and Mathematics 2. Students with disabilities have made double digit gains in biology, Mathematics 1, Mathematics 2, and 9th Grade Literature.

Between which subgroups is the achievement gap closing?

There are still some very large achievement gaps between subgroups at our school, but our subgroups rate very favorably when compared to their subgroups statewide. Our white students still outscore our black students much in the same way our high school graduation rate does. This past year the achievement gap in the graduation rate was only 4% with blacks at 80% and whites at 84%. Just a few short years ago that gap in the graduation rate was 30%. Those graduation rates are both very solid rates especially with the socioeconomic conditions...
in our county. We still want to try to get them moving higher. Our EOCT show similar gaps between blacks and whites. Though the gaps are getting closer, some are still quite large. The achievement gap between whites and blacks on the Economics test is the largest at 33% down from 40%. The gap is similar in the area of Biology, 21% down from 33% and the gap in 9th Grade Literature at 7% down from 22%.

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

Our 9th grade failure rate and dropout rate, which are the first real benchmark towards graduation rate, have been steadily declining the past few years. This supports our trend of total school improvement of more students being successful and part of that success includes our EOCT scores.
Areas in Need of Improvement

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

The State of Georgia is phasing out the four content area test of the Georgia High School Graduation Tests (GHSGT). All of Georgia's high schools annual yearly progress first indicator was based on the English Language Arts(ELA) and Mathematics GHSGTs. Two years ago high schools were allowed to exempt students from taking the GHSGTs if these students passed one of the content End of Course Test. So if a student passed the 9th Grade Literature EOCT, then they would be exempt from taking the ELA GHSGT. Same if they passed the Mathematics 1 EOCT, they would be exempt from taking the Mathematics GHSGT. The same process is true with Social Studies and Science GHSGT. When the time for testing came in the spring for GHSGT, only students that had yet to pass a content area EOCT had to take the graduation tests. These students that took the graduation test this past year and that will take the graduation test this spring have not passed an EOCT in a content area. These students are generally our weaker students, thus our scores are much lower than in the past, as is every school in the state. All of the students that exempted the GHSGT due to their passing EOCTs had no GHSGT scores. The vast majority of these scores would have been passing. Thus, this is the reason our levels were much lower than in the past. Last year we tested between 21%, 26%, 29%, and 31% of our junior class on the Science, Social Studies, Math, and Language Arts GHSGT. This percentage of students accounts for drop in our test scores.

The Mathematics 1 test was slightly lower this past year. That was the last year of the Mathematics 1 EOCT. That course has been phased out by the state. The Algebra class will take the place of the Mathematics 1 this year. It will have an EOCT, but it will be the first year and count as a baseline for future years. Next year the same thing will happen to the Mathematics 2 course and EOCT. It will be replaced with the Geometry course and it's EOCT.

Our Physical Science scores almost exactly the same as the previous year. We did not have as many students score high enough to hit the exceeds category as the previous year. Our passing rate on the Physical Science EOCT was still 9% higher than the rest of the state.

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

Discounting all of the GHSGT based on the reasons mentioned in question one the only data that was negative was the Physical Science EOCT. Even though all subgroups on Screven County High School Physical Science EOCT outscored their peers across that state we showed a negative improvement score due to not as many students scoring in the highest level. We have done soon professional development on increasing the rigor of our questioning on the tests within the course to more closely resemble the EOCT.

Which area(s) indicate the overall lowest performance?

We must again discount all of the GHSGT scores based on the limited numbers that qualified to take the test and the fact that the EOCT in Mathematics 1 is no longer, even though we outscored the state scores by 8%, we must mention the Physical Science EOCT for the same reason mentioned in the previous question.
Which subgroup(s) show a trend toward decreasing performance?

SCHS has had two solid years of increased EOCT scores. For the 2011-12 school year, our school scored the highest passing rates on seven of the eight EOCT. The only one that was not the highest ever was tied for our highest ever. All subgroups have made great strides the past two years over previous years. Our black subgroup scores increased in six of the eight EOCT compared to the previous year with five EOCT percentages increasing by over 10% in the subgroup. Our students with disabilities scores on EOCT went up in six of the eight EOCT with double digit gains in five of the eight areas as well. The white subgroup went in six of eight ECOT also with one area staying the same.

Between which subgroups is the achievement gap becoming greater?

None of our achievement gaps have increased in the last two years. In the same way that our graduation rate for black students was 43% six years ago and now sits at 80%, all of our achievement gaps have actually been steadily reduced. We do have some gaps and have much work still to do. Though our black students and students with disabilities are outperforming their peers in the same subgroups across the state on EOCT, their scores are still behind the white students at our school. These gaps are smaller, but still are areas of concern because many of them are still double digit gaps. Our school is focusing on literacy and vocabulary. We feel that many of these gaps are based in a lack of vocabulary exposure. Some of this can be attributed to our 78% free and reduced lunch rate showing our high poverty rate in the community where the level of the vocabulary used in the everyday language of the home is generally a low level. The biggest gaps are in the area of Economics, Biology, and American Literature. All of these EOCT are full of higher level vocabulary that many students have no exposure to unless we give it to them.

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

The lack of the vocabulary skills necessary to be successful on the EOCT in the subject areas are consistent with our SAT and ACT scores. The same achievement gaps exist with these tests. Our achievement gaps are generally lower in the mathematics classes than the classes that are much heavier on the vocabulary.
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.
## Criteria for Assessing Stakeholder Feedback

<table>
<thead>
<tr>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
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</thead>
</table>
| Select the rubric level obtained from the Stakeholder Feedback Worksheet. | Level 1: Minimum response rate was not met (parent survey: less than 20%, student survey(s): less than 40%, staff survey: less than 60%). Failure to follow the administration protocol. | • Evidence of survey response rates  
• We were not aware of the minimal requirements until after the surveys were administered.  
Our overall scores on the surveys were as follows: parents 3.49, staff 3.85, and student 3.25. | Level 1 |
Areas of Notable Achievement

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

Resources and support systems had the highest level of satisfaction from all stakeholders. Parents and students felt strongly about programs that the school offers and that those programs are varied, interesting, and will be helpful in making students successful. Parents and teachers both felt very strongly about the school being a safe environment. We feel that we have a safe school environment that is conducive to learning. Safety is always viewed as our first priority. However, students did not feel as strongly about safety as the parent and staff stakeholder groups.

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

Parents seemed to be satisfied with the overall logistical and resource management of our school. The staff responded to all questions related to resource and support systems as strongly agree or agree.

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

All stakeholders scored the facilities and technology resources as strengths for Screven County High School. Our support staff works hard and truly believes doing their job well helps us do our job well. With the online School Dude maintenance program our support operations can monitor maintenance needs, technology requests, and transportation needs quickly and efficiently.
Areas in Need of Improvement

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

The areas that have the lowest level of stakeholder satisfaction varies according to each group. The items that were rated the lowest by each group directly involved just that group of stakeholders.

The parent stakeholder group rated items that included opportunities and involvement for parents with low satisfaction. These parents were making a very clear statement that they feel they have no real opportunities for involvement to share their views and opinions.

Students on the other hand rated anything that dealt with respect as very low. It was obvious that they felt like the staff did not treat them with respect and that students did not respect one another. Additionally, students rated survey items related to respect with low satisfaction.

The staff rated themselves lower than the other stakeholder groups. They felt that not all teachers were doing things they all should be doing. Involving parents in their child's learning process, personalizing instruction strategies and interventions, and providing students with specific timely feedback about their learning were the areas that the staff rated itself the lowest.

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

The surveys paint a pretty clear picture from each group. The parents want to be able to have more of a voice, more involvement, and better overall communication from school and staff. Teachers want all staff to be held accountable to the same standards. Students want to be valued and treated with respect.

What are the implications for these stakeholder perceptions?

Our school has made some significant improvements the last couple of years on standardized testing and graduation rate. We have yet to make much headway in the area of more community involvement. We are trying to make some strides this year and have made several changes to help address this problem.

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

Each group did consistently indicate the need for greater opportunity for communication with families on school related items and more opportunities for parents to have a voice and input.