



Accreditation Report

Chestatee High School

Hall 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?

Chestatee High School (CHS) is one of six traditional high schools in Hall County and is located just west of the city of Gainesville, Georgia. Chestatee High School was established twelve years ago. Our cluster serves four elementary schools and one middle school. Some might consider the middle and high school a single campus with only a 500 foot road separating the two sites from one another. This shared sixty-acre site is centrally located in the heart of the community it serves with each elementary school within a ten-mile radius.

Overall student enrollment has remained unchanged for the most part over the past five years fluctuating between 1,100-1,200 students. Our subgroup populations have varied slightly over the years. Our Hispanic subgroup percentage has increased from 30% in 2007-2008 to just over 43% in 2013-2014 while our White subgroup has decreased from 67% to 57% during the same time. With very little changes in enrollment, staff size has remained consistent as well. Current staff includes four full-time administrators, seventy-five certified teachers, eight support personnel and one school resource officer. Overall years of experience among certified staff is just under fifteen years. Our community is very supportive and trusting of the school and its staff members. The community as a whole embraces and celebrates the diversity and ethnicity of its members.

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 word Chestatee literally means place of light. In keeping with our namesake, this meaning is captured within our mission which is Chestatee...illuminating minds and changing lives. We seek to do this by helping students discover their unique gifts and talents as we prepare them for college or a career beyond high school. We focus on the student as a whole seeking not only to develop the academic skills needed for college and soft skills needed for careers but also developing students as citizens. Through a comprehensive advisement program, we focus on developing students who put their talents and gifts to use through giving back to their local communities. Our advisement program also promotes the development of career-ready skills as we work to develop soft skills emphasizing internships through our growing work-based learning program.

Our beliefs that further define our vision above are as follows:

Every human being has dignity and worth.

All students learn at different rates and in different ways.

The primary focus of the school is learning.

Student participating in problem-solving enables students to produce quality work, to enhance their understanding of essential knowledge, and to achieve pride in school related accomplishments.

Cultural diversity increases student understanding of all cultures.

Ongoing instructional development facilitates the development of confident, self-directed, lifelong learning.

Shared commitment for students' learning is essential among students, parents, educators, and the community.

Active student engagement in co-curricular activities provides a venue for the development of students' leadership skills, self-confidence, and teamwork.

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.

Chestatee has had many notable achievements including:

- Increasing graduation rate.
- Establishment of a comprehensive school-wide advisement program.
- EOCT scores at or above county and state averages.
- Highest EOCT Biology scores in the county.
- Establishment of a program of choice, RACE, within our school.
- Expansion of our CTAE offerings to include physical therapy, additional healthcare classes, and computer science.
- Ranked in the top 50 schools by USA News and World Report
- 2013 CHS had two Georgia Scholars
- 2014 CHS had two Georgia Scholars
- 2014 CHS had two Governor's Honor's Finalists
- 2014 CHS was identified as an AP Honor School
- 2014 CHS received Marketing Industry Certification
- 3 Chestatee High School students were selected for entrance into the Georgia Tech Distance Learning Program (2014-15)
- Sue Matthews was named FBLA state adviser of the year (2013-14)
- Adrienne West was named Key Club state adviser of the year (2013-14)
- CHS was awarded the Region's Director's Cub for 8AAAA (2013-14)
- CHS received the GHSA Spirit Sportsmanship Award (2013-14)
- The CHS girl's soccer program received NSCAA academic award for the 9th consecutive season (2014)
- CHS wrestling advanced to the state semi-finals (2014)
- CHS volleyball advanced the state quarterfinals (2013)
- CHS won the 2013 Boys Region Championship in Cross Country and advanced to the state championship
- CHS Competition Cheer finished in the top 10 in the state co-ed division (2013-14)
- CHS won the girls 2014 Region Championship and advanced to the state tournament
- CHS won the first football state playoff game in school history (2013-14)
- CHS was recognized by the State DOE for the high achievement of Microsoft Office Certification

Chestatee is committed to continuous improvement. The following areas of emphasis exist:

- Increase in math achievement for all students.
- Increase the "2nd chance" opportunities for students that are outside the traditional graduation pathway.
- Increase subgroup academic achievement.
- Continued emphasis on growing CTAE coursework to include public safety.
- Continued emphasis on two-way communication between CHS and its stakeholders

Additional Information

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

Chestatee is a relatively "new" school only being in existence for twelve years. As such, we are still in the process of establishing norms and traditions. While this is an exciting time, it also presents many challenges. For instance, Chestatee is just beginning to have alumni who have entered the workplace and are significant contributors to our local community. We are working to keep them connected to our Chestatee heritage by initiating programs such as our Alumni Honor Board. This will allow us to recognize a distinguished alumni within our school giving our current students real-life examples of mentors for them to pattern.

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: 2.67

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.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •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 •Commit to the C plans 	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.	<ul style="list-style-type: none"> •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 •Advisement lesson plans, Commit to the C day, STAP, PP meeting minutes, faculty meeting groups, survey results, RACE, WBL, Career Day 	Level 3

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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 continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	<ul style="list-style-type: none">•Survey results•The school data profile•Agenda, minutes from continuous improvement planning meetings•The school continuous improvement plan•SMART goals, notes to parents on webpages, Advisory Committees (CTAE)	Level 2

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

What were the areas of strength you noted?

CHS maintains high expectations for all students and is committed to working collaboratively toward continuous improvement. Staff members meet regularly during common planning to discuss instructional practices, design student work, and create common assessments. Additionally, CHS has a well-established school leadership team who systematically reviews and revises the school improvement plan to improve student learning. Stakeholders participate in this improvement process with their involvement in such opportunities as the Principal's Council (comprised of students), the CHS School Council (parents, students, and community members), parent panels, Town Hall Meetings, special interest committees and/or learning communities.

CHS implements a variety of educational programs in order to best meet the needs of our students. A few of these programs include the RACE program for advanced students, MO and MI programs for the intellectually disabled, and a growing ELL program for non-English speaking students. In an effort to create a collaborative culture, we reach out to our stakeholders in a variety of ways such as Advisory Councils, a "Day of Service," an advisement program and various other outreach programs.

What actions are you implementing to sustain the areas of strength?

In an effort to ensure the alignment of our school's mission and vision with that of our community and stakeholders, the mission statement is currently under review. Students, parents and teachers have been included on the team that has been charged with updating the mission statement. Once complete, the mission statement will be communicated to stakeholders.

What were areas in need of improvement?

An area of focus for CHS would be strengthening both parent and student involvement in the school improvement process. We specifically would like to strengthen two-way communication about academic progress and supports available to our students.

What plans are you making to improve the areas of need?

We are investigating the revitalization of an academic PTO along with continued emphasis on the Principal's Council. We will continue to utilize tools within Infinite Campus to communicate academic progress via electronic means.

Standard 2: Governance and Leadership

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

Overall Rating: 2.83

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.	<ul style="list-style-type: none"> •Student handbooks •Staff handbooks •Communications to stakeholder about policy revisions •Coach Handbook, school and county websites, communications about new policies 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Proof of legal counsel •Assurances, certifications •Communications about program regulations •Governing code of ethics •SIT team, GAPSS review from 2013 	Level 3

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.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Agendas and minutes of meetings •Parent and community meetings 	Level 3

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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.	<ul style="list-style-type: none">•Examples of collaboration and shared leadership•Survey results•Examples of decisions in support of the school's continuous improvement plan•Department collaboration	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 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.	<ul style="list-style-type: none">•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•Monday mailer, community calendar, school website	Level 2

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.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted	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.

What were the areas of strength you noted?

Overall, Governance and Leadership was rated as one of our strengths. School leadership seeks to create goals and initiatives that focus on improvement of practices. The School Improvement Plan is reviewed monthly by the team and then shared with the entire school to ensure that improvement of practices has a positive impact on instruction and student learning. Our leaders consistently share agendas and minutes

of meetings with all staff. The leadership at CHS consistently maintains academic oversight through attendance at collaborative planning meetings, department chair meetings, Professional Learning meetings and Faculty Meetings. Frequent classroom observations and accompanying feedback result in improved professional practice.

All professional learning is designed to improve professional practice and is based on evaluation results. Professional Learning is "conference-style" giving teachers choice in the sessions they attend. All staff is expected to participate as time is allotted during the school day and in AM or PM sessions.

What actions are you implementing to sustain the areas of strength?

In order to maintain scheduled observations, checkpoints and timelines are in place. School Improvement Team meetings will continue monthly and the 2015 Summer Retreat is already scheduled. We will continue to monitor the implementation of the School Improvement Plan utilizing the Google Drive.

What were areas in need of improvement?

During this process, it was determined that CHS needs to increase the engagement of all stakeholders in support of the purpose and direction. Communication is often one-directional, coming from the school. Leadership roles for stakeholders are somewhat limited.

What plans are you making to improve the areas of need?

The team discussed reestablishing the Academic Booster Club or PTO. The Principal's Council, a student advisory group, will meet more regularly to give feedback on improvement processes. School improvement team members will serve a two-year term in an effort to increase leadership opportunities within the staff.

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: 2.92

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.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Posted learning objectives •Representative samples of student work across courses •Course schedules •Course descriptions 	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.	<ul style="list-style-type: none"> •Common assessments •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 plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Professional development focused on these strategies •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 3

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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.	<ul style="list-style-type: none"> •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 •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.	<ul style="list-style-type: none"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results 	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 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.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction 	Level 3

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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.	<ul style="list-style-type: none"> •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 their children's education are available. School personnel provide information about children's learning.	<ul style="list-style-type: none"> •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 	Level 2

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 interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Survey results •Master schedule with time for formal adult advocate structure 	Level 2

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.	<ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •Survey results •Sample report cards for each grade level and for all courses 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none">•Results of evaluation of professional learning program.•Evaluation tools for professional learning•Survey results•Crosswalk between professional learning and school purpose and direction	Level 4

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.	<ul style="list-style-type: none">•Survey results•List of learning support services and student population served by such services•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.

What were the areas of strength you noted?

Of the twelve indicators, all but three were rated at level three. Since the majority were three or higher, it is clear that the school's curriculum, instruction, and assessment practices ensure teacher effectiveness and student learning.

Our greatest area of strength, which was rated level four, is providing all staff members with a continuous program of professional learning. Professional development is designed based upon two things: administrative walk-through data and teacher self-assessment. After analyzing this data, sessions are created from which teachers choose what best meets their needs. Participants are required to implement the learning into their classrooms and reflect on its effectiveness at the next professional learning session.

The master schedule is designed to allow for common-content planning time. This intentional scheduling of planning allows teachers to participate in collaborative learning communities to improve instruction and student learning.

What actions are you implementing to sustain the areas of strength?

Walk-through results will continue to be analyzed quarterly to guide professional learning. The design of the master schedule will continue to provide for common planning.

What were areas in need of improvement?

Our areas of weakness occurred in indicators eight and nine. Though our results indicate that stakeholders are informed regarding current events, meetings, achievements and accolades, they are not always informed of their children's learning progress prior to grade reports.

In an attempt to connect each student with an adult advocate, CHS has developed an advisement program. This program is in its second year of implementation, and we are currently collecting and reviewing data with regards to its effectiveness. Every student and all teachers and administrators are involved in the advisement program. The advisement curriculum is themed by grade level and focuses on academic progress and the teaching of life skills. Advisement meets every six weeks in conjunction with progress reports for approximately half an hour.

Another means of connecting students with adult advocates is through the participation in clubs. We have twenty active clubs at CHS. Clubs meet during the school day twice per month. Despite setting aside time during the school day, many students choose not to participate.

What plans are you making to improve the areas of need?

In order to engage families in more meaningful ways, we will utilize the CHS webpage to communicate opportunities for parental involvement in upcoming events and meetings. Additionally, we will continue to use Infinite Campus, our student information system, to send automated academic updates regularly. For instance, each time a failing grade is entered, a parent now receives an email.

With regards to advisement, we plan to increase the frequency of advisement meetings. We also plan for advisors to follow their advisement group throughout their high school career allowing them to build strong relationships over time.

In order to encourage student involvement, we will continue to hold club meetings during the school day and expand our offerings. For the first few months of school, we will require each student to attend a club meeting of their choosing.

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: 2.71

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.	<ul style="list-style-type: none"> •Survey results •Documentation of highly qualified staff •Classes are not overwhelmed with too many students Feel that we have adequate personnel to achieve purpose and direction of school 	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.	<ul style="list-style-type: none"> •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar •SIP 	Level 3

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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.	<ul style="list-style-type: none"> •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 •Lock-down procedures Student and Staff ID badges Accountability and High Expectations Fire/tornado/lock-down drills Clear guidelines for student behavior/rules with required parent signature Access to school nurse and other medical professionals on staff School resource officer 	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.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff •Most classrooms have computers Projection systems in classrooms School-based computer labs iPad cart and laptop carts for checkout 	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.	<ul style="list-style-type: none"> •Survey results •Technology plan is constantly being assessed to determine needs Wireless access points throughout the building Technology inventory is maintained Active technology committee 	Level 3

Accreditation Report

Chestatee High School

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 endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none">•Student assessment system for identifying student needs•Survey results•Multiple clubs•Counseling services•Service Learning Day (Commit to the C)•Sports trainer attends athletic events•Nurse on campus•Benevolent Fund for students in need	Level 2

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 endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none">•Budget for counseling, assessment, referral, educational and career planning•Description of referral process•Advisement Program•RTI Protocol•Graduation Coach•Graduation Contract	Level 2

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

What were the areas of strength you noted?

Of the seven indicators, all but two were rated at level three. It is clear that the school has resources and provides services that support its purpose and direction to ensure success for all students. The school is sufficiently staffed with all highly-qualified teachers allowing class sizes to remain within guidelines. Administrators and the School Improvement Team work together to determine the allocation of funds. They ensure that these funds are spent in accordance with the needs targeted in our School Improvement Plan as well as staff reported needs. Technology is updated regularly. For instance, all faculty received new laptops, and we are scheduled for a projector overhaul within the next couple of months. The media center has undergone various updates to include a "think-tank" room, a collaborative station, and a virtual classroom. The facility is well-maintained and is often selected to host county events such as New Teacher Orientation and the Teacher Retirement Banquet. The cleanliness and maintenance of the facility is monitored closely by in-house and county officials.

What actions are you implementing to sustain the areas of strength?

The Technology Committee will remain active and continue to monitor technology and media needs. They will continue to attend conferences to stay abreast of 21st century technological advances. Likewise, the School Improvement Team will continue to analyze the instructional

data and allocate funds accordingly. The county will continue to conduct random facility cleanliness assessments.

What were areas in need of improvement?

Student support services, specifically the counseling of education and career planning of all students, need to be strengthened. Three full-time staff members, two counselors and one graduation coach, are tasked with the majority of this duty. The current structure aligns two grade levels per counselor with the graduation coach focused primarily on Senior success. The grade-level enrollment is not equitable thus limiting our ability to provide support services for every student.

Although class size maximums (35) are being adhered to, the faculty reports that these maximums are a potential barrier to student success.

What plans are you making to improve the areas of need?

We will continue to strengthen our advisement program developing lessons that target education and career planning. We will also utilize our Work-Based Learning Coordinator to provide students with career experiences through internships, and industry and college visits. We will also review the structure of the counseling department to see if adjustments in would be beneficial.

When creating the master schedule, special attention will be given to co-taught classes with the intent to keep them at 25 or less.

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: 2.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Survey results •Student Longitudinal Data System (SLDS) USA TestPrep Student Learning Objectives (SLOs) Infinite Campus 	Level 2

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.	<ul style="list-style-type: none"> •Survey results •Release time for content data analysis SIT summer retreat ESOL committee meetings SWD progress toward IEP growth Mastery Connect USA Test Prep 	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.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results 	Level 2

Accreditation Report

Chestatee High School

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.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Student surveys•Evidence of student readiness for the next level•Evidence of student growth•Evidence of student success at the next level	Level 2

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.	<ul style="list-style-type: none">•Staff retreatsMonthly SIT and faculty meetingsSocial mediaSLDSCHS report cardTown Hall meetings8th grade nightRACE parent night	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.

What were the areas of strength you noted?

Two of the five indicators were rated at level three. The staff of CHS collects and analyzes student data and uses the results to inform teaching and learning. Teachers regularly administer common county assessments in some content areas and review results from classroom to classroom and school to school. Diagnostic tools such as Mastery Connect and USA Test Prep are utilized to quickly identify student deficits and prescribe programs of remediation. Student subgroups, including English Language Learners and Students with Disabilities, are monitored closely with relative frequency as grades and testing information becomes available. Students and teachers participate in multiple surveys from year to year in order to gain their feedback on instructional practices, school safety, school culture, and behavior trends.

The leadership monitors and communicates information about student learning to stakeholders. The school improvement team attends an annual summer retreat in which the school improvement plan is written which includes student achievement goals for the year. The team meets monthly to review progress towards these goals. Social media as well as a weekly email is regularly utilized to communicate student achievement to stakeholders. Closed circuit TVs stream current events and student accomplishments daily while a more permanent fixture displays outstanding academics accolades in the cafeteria. Leadership communicates with the staff about student learning in multiple ways including a weekly email, monthly meetings, informal luncheons, and individual teacher conferences.

What actions are you implementing to sustain the areas of strength?

Because the above processes are embedded in our school improvement plan which is monitored monthly, all of them will continue to be a part of our school culture.

What were areas in need of improvement?

CHS is working to develop a clearly defined and comprehensive student assessment system. Because of curriculum realignment and the redevelopment of the state mandated tests, the resulting student learning data is inconsistent. Additionally, the locally developed student learning objectives (SLOs) are being regularly revised as teachers work towards building quality assessments.

Efforts should be made to provide training in the evaluation, interpretation, and the use of data to all staff members, particularly new team members.

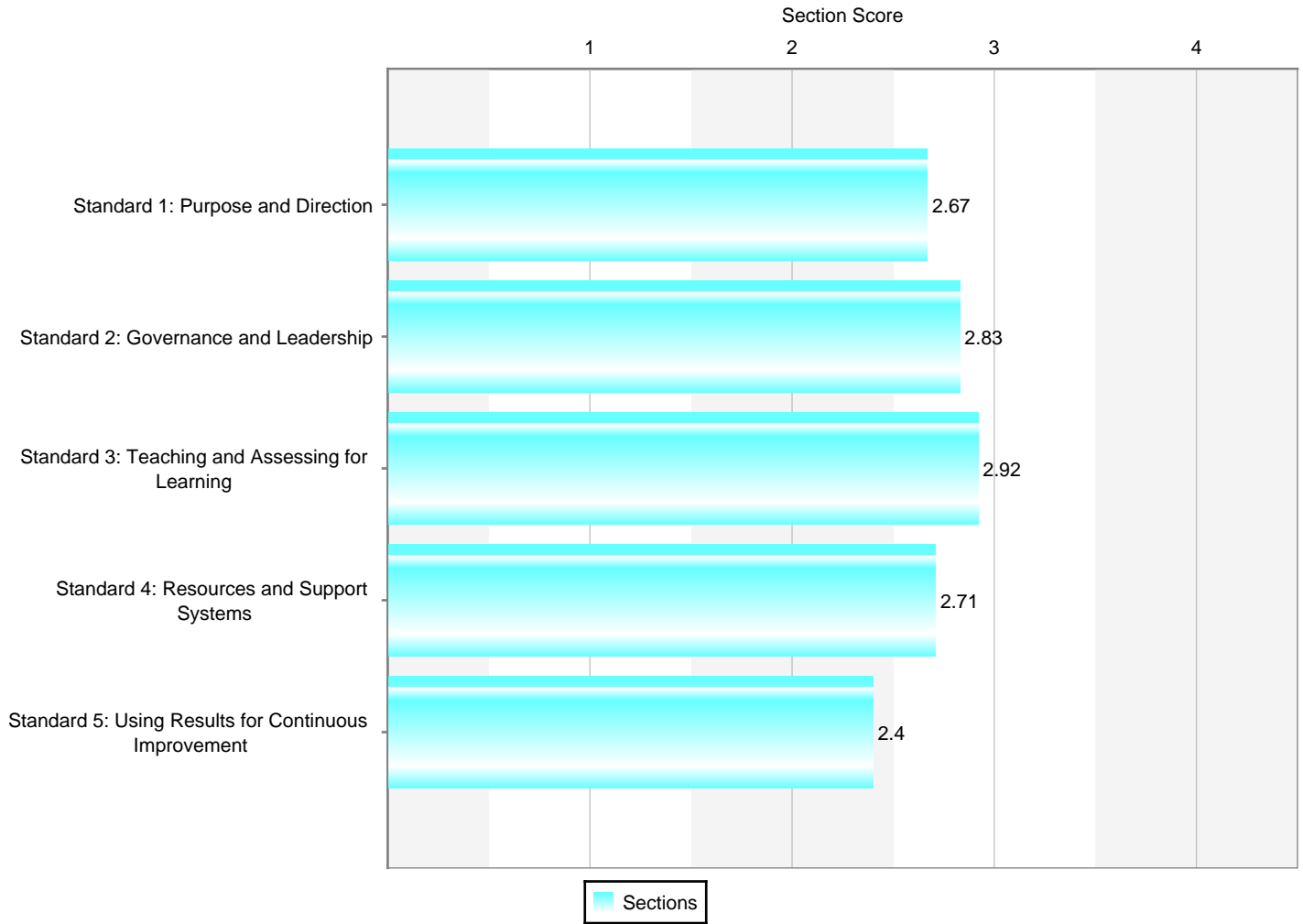
Although student growth results have begun to be published, all contents are not represented in this data. Benchmarks occur on an inconsistent basis and SLOs and EOCs are yearly summative assessments. Common summative assessments are not pervasive in all contents. The use of formative assessments to inform learning is an area of growth as indicated by walkthrough data. Some departments are involved in vertical teaming and focus on student readiness for the next level.

What plans are you making to improve the areas of need?

The county has developed a comprehensive timeline such that each SLO will be revised. Additionally, new team members will be trained in data analysis practices during common content meetings. We will continue professional learning in assessment practices in an effort to increase formative assessment uses. All content areas will be invited to attend vertical team meetings that include grades 6-12 semi-annually.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Student Survey Parent Surveys Staff Surveys Stakeholder Feedback (Revised)

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

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

After a thorough analysis of all stakeholders survey results, it was determined that the majority of our stakeholders are satisfied with the educational processes in place at CHS. Parents indicate that our school is safe and that students have a variety of opportunities to participate in activities that interest them. Likewise, the staff mirrors the results in regards to school safety. They also indicate student learning is supported by school facilities. Students feel that they have access to counseling, career planning, and other programs to help them succeed.

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

We have no direct comparison data for parent survey. The survey was only completed once during the spring. We do have similar surveys for students and staff. Both of these groups have noted an increase in overall communication with regards to events and progress.

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

Feedback that we have previously received from students, parents, and staff are consistent with the above findings. Our stakeholders have consistently indicated an overwhelming sense of safety within our school environment. Additionally, they have indicated that CHS has a variety of resources available to promote student success.

Areas in Need of Improvement

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

As evidenced by the survey results, the majority of our stakeholders are satisfied with the educational processes in place at CHS. Parents indicate that instruction is not individualized and that communication is not always specific to student progress. Likewise, the staff mirrors their concern that student instruction is not individualized. Students feel that their property and the property of their classmates is not always respected by their peers.

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

CHS and staff and administration are working very hard to ensure student property is protected and that parents are informed when students are performing poorly.

What are the implications for these stakeholder perceptions?

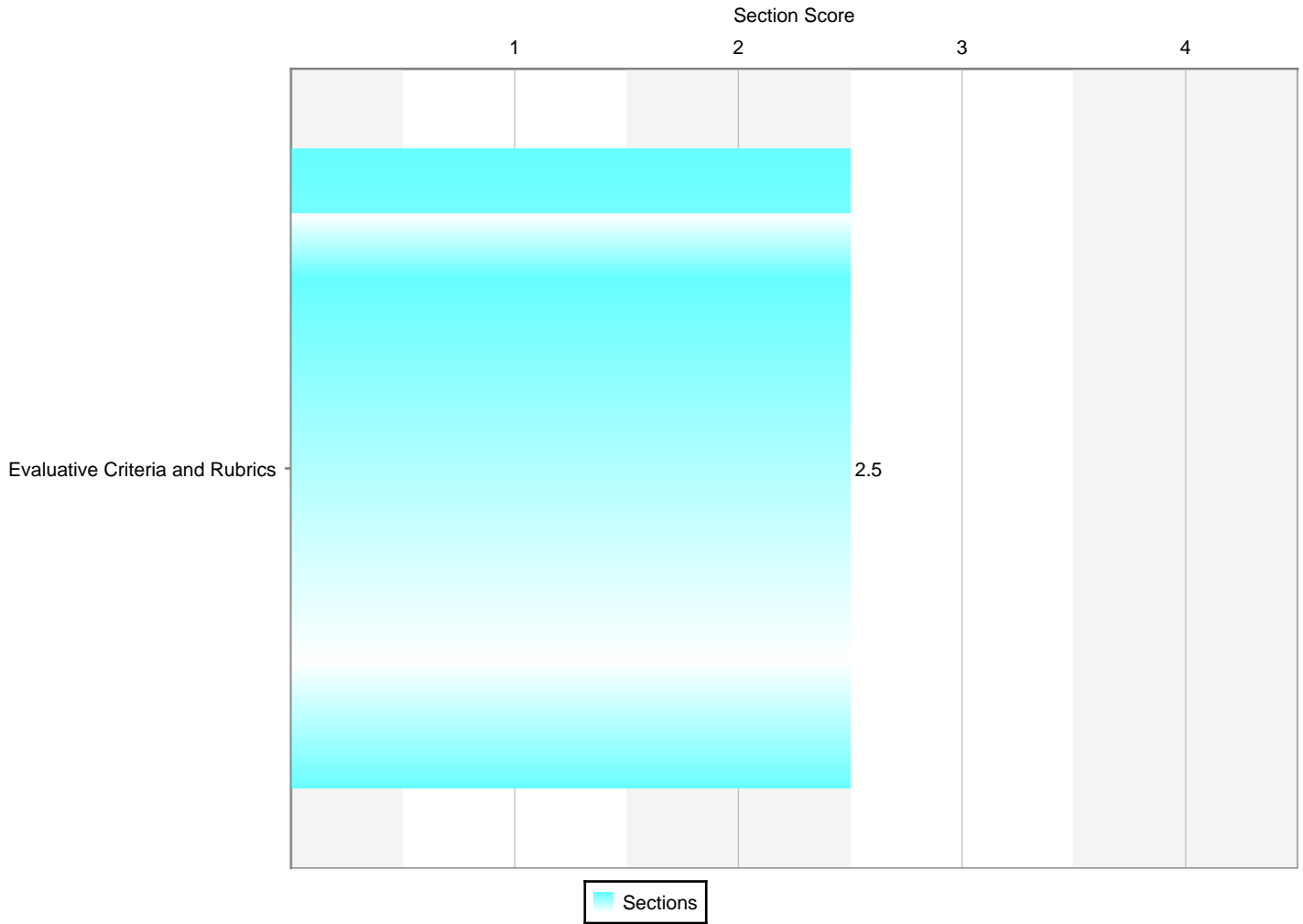
At CHS, we promote continuous improvement in all aspects of the school. As such, we have analyzed thoroughly the feedback given by all stakeholders. The results of this analysis was used when formulating our school improvement plan. The initiatives within the plan were created to address deficits that were identified by the survey results. For instance, to aid with communication, we have revamped the school website and increased the use of Infinite Campus tools and social media. We will continue this process of collecting feedback, analyzing results and applying them to our practice.

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

All of the findings were consistent with other data sources. We were not surprised by any of the results.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Data summary attached	Data Analysis 12-14

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

Areas of Notable Achievement

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

When analyzing data, the team compares assessment results from CHS to the county and state averages as well as to a comparison high school as identified by a data specialist at Pioneer RESA. Areas that are above expected levels of performance for 2014 are SAT scores, Biology, Economics, and Literature EOCT pass rates.

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

Areas showing a positive trend in performance include ELL EOCT performance in 9th Literature, Biology and Physical Science. We also notice a positive trend in SWD EOCT performance in 9th Literature, American Literature, and Biology. SAT scores were up compared to previous years.

Which area(s) indicate the overall highest performance?

Highest performance is found in Biology and 9th grade literature EOCT pass rates. Also, the SAT average score was higher than the county average.

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

SWD and ELL show a trend toward increasing performance.

Between which subgroups is the achievement gap closing?

According to the CCRPI score for 2013, the achievement gap is closing for ELL and SWD students in the area of math and science.

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

Both EOCT results and and CCRPI results confirm the findings regarding gap closure.

Areas in Need of Improvement

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

Coordinate Algebra, Analytic Geometry, and Economics EOCT results are below expected levels of performance.

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

A negative trend in pass rates is noticed in Economics and Physical Science.

Which area(s) indicate the overall lowest performance?

Overall lowest performance occurred in Coordinate Algebra and Analytic Geometry.

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

ELL subgroup shows a decrease in performance in Economics and American Literature. SWD subgroup shows a decrease in performance in Economics.

Between which subgroups is the achievement gap becoming greater?

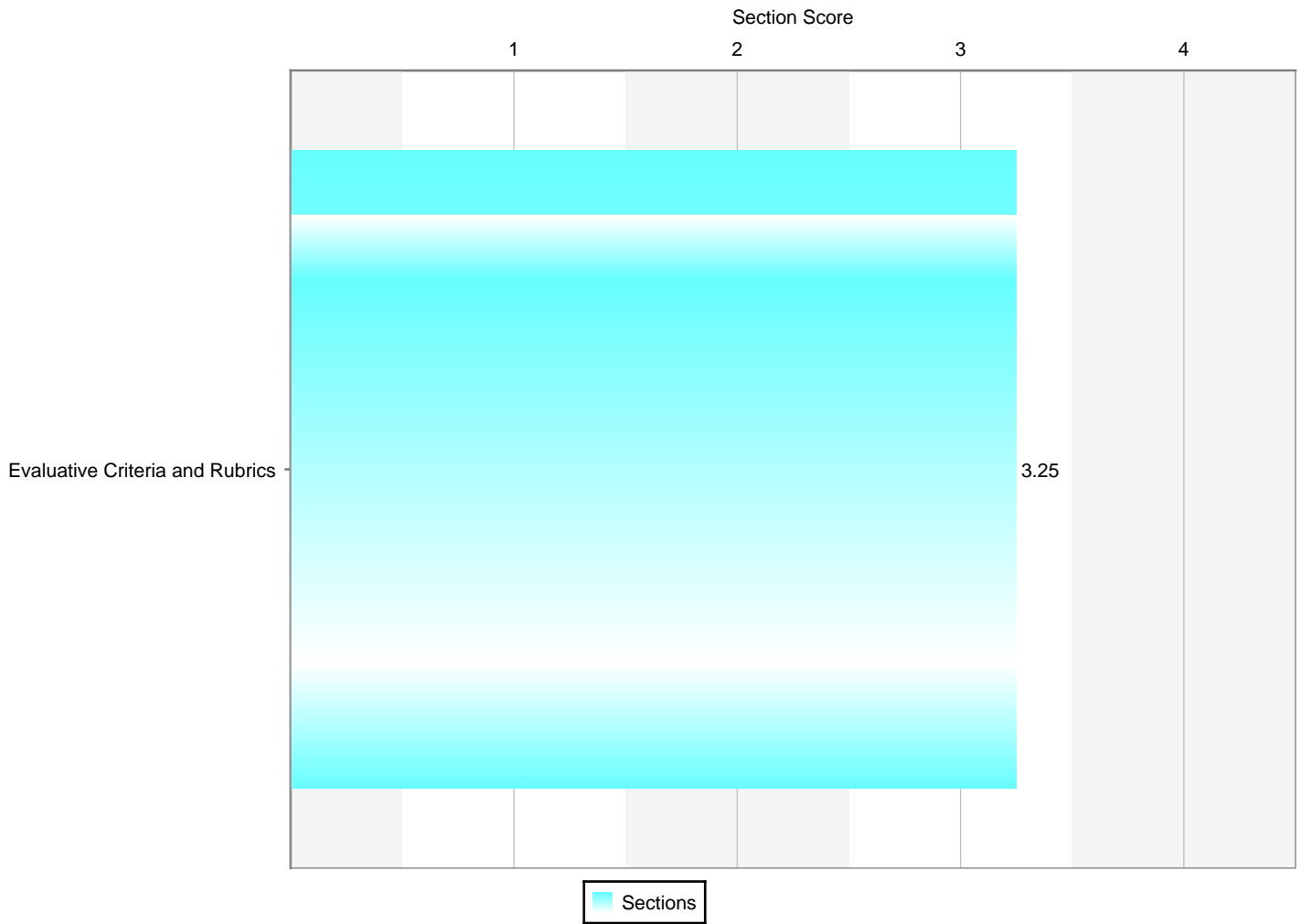
No subgroups are reflecting a widening of the achievement gap but rather the gap is remaining consistent.

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

A decrease in the graduation rate and CCRPI scores are consistent with these findings.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

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

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

AdvancED Assurances

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

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - 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		SIP 14-15