Accreditation Report

East Hall High School

Hall County School System

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TABLE OF CONTENTS

Executive Summary

Self Assessment

Stakeholder Feedback Diagnostic

Student Performance Diagnostic

AdvancED Assurances

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

East Hall High School is located in the outskirts of Gainesville, GA in Hall County, north of Atlanta. East Hall High School was opened in 1957 and is the oldest of the seven high schools in the Hall County Schools system. The school serves a diverse population of just over 1,000 students; 45% Hispanic/Latino, 41% White, 10% Black or African American and 4% other. The student population is comprised of 12% that have an IEP and 6% who are English Language Learners. In 2013 the school was categorized as school-wide Title 1 with 73% of current students receiving free or reduced lunch. East Hall High School's instructional staff includes four administrators, two counselors, one Reading specialist, one Math Coach, one media center specialist, seven ESOL Certified instructors, seven Gifted Certified instructors, fourteen certified special education teachers, 62 certified teachers who are highly qualified, six paraprofessionals and one ROTC instructor; 72% of those in a certified position hold a degree beyond a Bachelor's. East Hall High School strives to meet the needs of all students through both traditional and blended learning environments and courses ranging from support and study skills to AP and dual enrollment.

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.

East Hall High School's motto is "Every Student, Every Chance, Every Day".

The faculty and staff adhere to the mission of East Hall.   The mission is to provide a rigorous standard- based education in a safe, flexible, multicultural and technological environment for all stakeholders. The vision of our school is to develop the sense of community through collaborative learning, student ownership, and rigorous application of knowledge.   Our school promotes creativity and technological competencies to prepare students with the necessary skills required to enter a competitive, global workforce.   The staff fosters character through an attitude of respect and tolerance for all.   East Hall High School is a place where students, teachers, and community stakeholders feel safe, accepted and respected.   The East Hall Administration believes in acknowledgement and celebration of achievements of their students and staff. East Hall High believes in collaboration with administrators, teachers, students, parents and community members in the development of the School Improvement Plan.   The goals of the School Improvement Plan directly correlate to the goals of the Title One Plan.

East Hall High School embodies its purpose by providing programs and rigorous learning that promote academic achievements, career technical opportunities, and post high school growth.   Students may apply to participate in Honors Mentorship which allows them to shadow a professional to reach post high school goals.   The students are offered eleven College Board Advanced Placement Classes. The students can take classes at Lanier Technical College and North Georgia College through our Dual Enrollment Program.   The incoming 9th grade students are enrolled in the East Hall Ninth Grade Academy which is designed to allow students to bridge from Middle School to High School.
  Our school's newest program is the EPiCC Academy which allows students to learn in a blended learning classroom.   EPiCC stands for "Endless Possibilities in Creativity and Collaboration".
The school embodies its purpose by providing programs and learning venues that promote academic achievements, career technical opportunities, and holistic growth for each student.

Programs that support the curriculum include Scholastic's Read 180 Program, Response to Intervention (RTI), High School Transition, Math Support, the IEP process, the ESOL process, Math Homework Lab, Saturday School and a process for 504s. Activities that support our curriculum include Honor Assembly Programs, Parent-Teacher Meetings, Open House, Rising Ninth Grade Orientation, Senior Parent Meeting, Spanish Parent Educational Meetings, Migrant Student After school Program, Beta Club, National Honor Society, Tome Society, Student Council, LISSELL-Project B, Skills USA, FFA, HOSA, CLIK, and Educational Field Trips.

East Hall High School challenges students with a rigorous curriculum, incorporating instructional strategies that impact students in a positive manner. Instructional strategies include remediation in daily instruction, gathering data through common standard-based assessments, differentiating to meet the individual needs of the learner, after school math homework labs, and Saturday school remediation.   The teachers gather data to develop and implement new teaching strategies. Our teachers participate in Professional Learning Communities (PLCs) weekly which allows teachers to collaborate and examine their classroom data.   These strategies focus on ideas that are consistent with our motto, vision, and mission statements.

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.

East Hall High School has made great strides towards meeting our goals over the past three school years. Several aspects have played key roles in this improvement. For example, our Ninth Grade Academy, common planning periods for teachers of core academic courses, professional learning communities (PLCs) for teachers of EOC test courses, Saturday School for students in EOC test courses, and EPiCC Academy "Endless Possibilities in Creativity and Collaboration" will all make a difference in East Hall achieving academic gains.

The Ninth Grade Academy was established to address the issues of high 9th grade retention rates as well as our overall graduation rate. Since the inception of our 9th grade academy, the 9th grade retention rate has consistently declined, and our graduation rate has been moving in a slow upward trend. While we view the transition of a Ninth Grade Academy as a positive experience, we know there is great room for improvement in the way we are utilizing our 9th grade transition class time. In the coming years, we expect to take a more focused approach in the areas of language arts, math, and career readiness. This focus will have a direct impact on our CCRPI scores for academic achievement, achievement gap closure, and career pathway completers.

The steps in the school improvement plan of establishing common planning periods and professional learning communities can be viewed as both notable achievements and areas for improvement. Through these groups, we have started the process of increasing meaningful collaboration between classroom teachers. Teachers are creating "smart goals" in the PLC groups which drive the focus of each meeting. Thus far, we have spent the majority of our time dealing with the course planning process. However, it is our goal to move towards using this collaboration time to consistently review student data and utilize this data to drive the instructional practices in our classrooms.

EPiCC Academy at East Hall High School is a Hall County Program of Choice that intends to embody the meaning behind its acronym. Resting sturdily on "Endless Possibilities in Creativity and Collaboration," the goal of EPiCC Academy is to provide all students with engaging, innovative, and shared learning experiences that transcend the boundaries of a brick-and-mortar classroom. By providing a vast array of educational environments that range from interactive, whole-class instruction to digital schooling to project-based knowledge, students' learning styles, talents, and interests are always an integral part of the educational equation at EPiCC Academy. This program was started in August 2013 while serving just 63 students. It quickly lead East Hall High School to become one of 35 high schools worth visiting as cited in Education Week in November 2013.

Our school plan sustains the commitment to continuous improvement by utilizing our resources to address the needs of our learners. This has been demonstrated by adding Title 1 staff members such as a Math Instructional Coach and a Reading Specialist. Our school-wide data in these areas reflect the need of such specialized personnel. In addition, our passing rates on the EOC tests demonstrates not only the recent growth in our passing percentages, but also the challenges that lie ahead of us. More specifically, the challenges we must meet comes in the area of addressing the achievement levels of all of the student subgroups of which we serve here at East Hall High School.

Additional Information

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

In the past year, East Hall High School's extracurricular programs experienced several milestones.   The girls' softball team traveled to the first round of the 2014 GHSA Girls Softball State Tournament.   The girls and boys basketball teams both reached the Sweet 16 of the 2014 GHSA Girls and Boys AAA State Basketball Tournament.   The girls' volleyball team traveled to the Elite 8 in the state for the 2014 season. The boys wrestling team placed 7th in the state for the 2013 season. The football team made it to the GHSA State Playoffs.

The East Hall Viking Marching Band was named "Grand Champion" of the Lake Lanier Tournament of Bands.   In 2014, the East Hall Band performed at Walt Disney World in Orlando, Florida, and at the Kennesaw State University Concert Band Invitational - receiving rave reviews from national adjudicators. The Viking Band had 14 students place in the GMEA 9th District Honor Band and of the 14 students 7 were named All-State Finalist. The Viking Band had 4 students named county finalist for the Governors Honors Program

East Hall High School was recognized in the top 50 high schools nationwide by U.S. News and World Report 2013 Best Schools.   The East Hall High School EPiCC Academy was named one of the Top 35 high Schools worth visiting by Education Week. For the 2013-2014 school year, EHHS had 8 AP Scholars, 3 AP Scholars with Honor and 2 AP Scholars with Distinction. East Hall High School had 89 students to complete a CTAE career pathway and of the 89 CTAE career pathway completers 47 students also passed an industry credential exam. East Hall High School had 2 students to place 1st place in the CTI State Conference.   The EHHS students, faculty and staff have celebrated many accomplishments which make EHHS a great school.

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.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a 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.	•Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan •EHHS Title One Plan	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.

Areas of Strength

Using survey data and artifacts for standard one, East Hall High School is effective in communicating the shared purpose and direction. The survey results indicate that standard one overall is a school strength. EHHS has implemented a process to ensure that all stakeholders know and are involved in the revision of the school's mission and vision. The EHHS school improvment team meets monthly to discuss and revise the school's purpose.

Over the past five years, East Hall High School has enhanced its educational programs by implementing shared planned time for teacher collaboration, the Ninth Grade Academy, the EPiCC Academy and a advisement plan to allow students to stay with the same adviser for three years.

Focusing on academic results and student experiences, teachers collaborate on a weekly basis to plan and develop instructional practices. The common planning time is referred to as "Professional Learning Communities". The PLC groups collaborate to analyze student work and data. The PLC groups have developed "smart goals" to guide the PLC discussions. School leaders and teachers have a shared vision about the use of PLC time to ensure that student achievement is the main purpose.

The EHHS school improvement plan and Title One Plan are written and revised by the school improvement team, district leaders, parents and students. These plans are written by discussing and analyzing data from surveys, TKES evaluations, student achievement data, tests scores, etc. The school's motto is a shared vision for all teachers and administrators.

Actions to Sustain Areas of Strength

The EHHS leadership team is committed to continue the use of data to drive instruction and school improvement plans. The administration is focused on continuing the development of the Professional Learning Communities and advisement schedules to ensure that the school's mission/vision is shared by all stakeholders.

The EHHS staff will continue to revisit and revise the school improvement plan and Title One plan to ensure that student performance goals are at the forefront.

Areas in Need of Improvement

The EHHS leadership teams feels that an area of improvement would be to increase involvement from all stakeholder groups.   East Hall High School is a Title One School in which parent involvement is not always great. However, the leadership team will continue to find ways to increase parent involvement in all aspects of school.   The leadership team would also like to increase the use of data in the revision of school improvement plans.

Actions to Improve Areas in Need of Improvement

The East Hall High School leadership team will work to train all staff members on the use of data in order to increase data use. Through the use of professional learning, teachers and administrators can increase their knowledge of data use and effective PLC time.   The school will also look for creative ways to involve parents in all aspect of the school.

The EHHS leadership team also will continue to provide opportunities to all stakeholders so that a clear communication and direction for the school is communicated.

Standard 2: Governance and Leadership

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

Overall Rating: 3.17

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •School handbooks	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Governing body training plan •Communications about program regulations •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics	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 consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Communications regarding board actions •Agendas and minutes of meetings	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan •EHHS School Improvement Plan EHHS Title One Plan EHHS Technology Plan EHHS CTAE Improvement Plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	•Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Involvement of stakeholders in a school improvement plan •EHHS Title One Parent Compact EHHS Title One Parent Involvement Plan EHHS Title One Plan EHHS School Improvement Plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •EHHS Professional Learning Plan EHHS Title 2A Plan	Level 3

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

Areas of Strength

The EHHS leadership team analyzed standard two with the survey data to develop the school's effectiveness in governance and leadership. Areas of strength include the support provided by the governing body that ensures that the school leadership has the ability to meet the goals for achievement, instruction, and the implementation of policies and practices for effective student growth.

East Hall administrators and staff are given the ability to develop a school improvement plan and Title One plan at the school level.   The school improvement team, parents, and students are given a voice in the revision of the plans.   The EHHS leadership team along with parents developed a school parent compact and parent involvement policy. The school improvement plans, parent compact and parent involvement policies are revised annually.   The plans are communicated with all stakeholders through the school's website, flyers, and announcements.

East Hall High School works with the district leaders to develop policies and procedures.   When a need arises for revision of district level policies and procedure, the school-level administrators are invited and asked for input.

Actions to Sustain Areas of Strength

The EHHS leadership team will continue to view the school improvement plans as a living document in which monthly school improvement team meeting will be held.   The school improvement team will continue to revise the school improvement plans to ensure that the leadership is promoting and supporting student performance and overall school effectiveness.

The EHHS leadership team will continue to provide professional learning for opportunities for all staff members.   EHHS will continue to collaborate with district leadership in the revision and making of district policies and procedures.

Areas in Need of Improvement

The EHHS leadership team recognizes from the survey data that some stakeholders have limited knowledge of the actions of the "governing" body.   Some administrators have access to eBoard documents however there is a lack of awareness among all staff members regarding the governing body compliance and training.

The EHHS leadership team also recognizes the need for increased communication among all stakeholders.   Lack of communication can lead to non effective instructional practices and misconceptions.

Actions to Improve Areas of Needs of Improvement

The areas of needs of improvement all involve effective communication.   To increase effective communication, the EHHS leadership team recommends that a communication plan be implemented for all stakeholders to include district-level leaders and school-level leaders.   The use of a common communication source would ensure that all stakeholders are aware of the governing body and leadership policies.   The use of a Hall County and local school eBoard might be an option to allow all stakeholders access to decisions that are developed.

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: 2.25

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.	•Lesson plans •Learning expectations for different 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.	•Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •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 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.	•Teacher evaluation criteria •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations	Level 2

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 monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote 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 sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	•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 •Peer coaching guidelines and procedures •Copy of Master Schedule Illustrating Collaborative Planning Time AP Vertical Teams The L.I.F.T. Program	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	•Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •EHHS Lesson Plans EHHS Curriculum Maps EHHS Professional Learning Community Meetings	Level 2

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.	Some 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 school personnel.	•Records of meetings and walk thrus/feedback sessions •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 •The L.I.F.T. Program Viking Weekly EHHS Viking Calendar	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed 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 •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •EHHS Title One Parent Compact EHHS Title One Parent Involvement Plan Progress Report Calendar EHHS Calendar magnet	Level 3

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.	•Master schedule with time for formal adult advocate structure •Advisement Calendar Advisement Agenda Viking Weekly	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.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	•Evaluation process for grading and reporting practices •Sample report cards for each grade level and for all courses •Policies, processes, and procedures on grading and reporting	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	•Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and school purpose and direction •EHHS Professional Learning Plan	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with 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 students within these special populations.	•List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students •EHHS 504 Plan EHHS RTI Plan	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.

Areas of Strength

The EHHS leadership team when reviewing the data for teaching and assessing for learning agree that the school has several areas of strength.   The development of Professional Learning Communities (PLC) is a strength for all teachers.   The PLC groups meet weekly to discuss the data and student work from the individual classrooms.   The PLC groups develop "smart goals" to maintain focus and accountability.   Because of the PLC time, effective curriculum assessments and documents are developed as a result of the student growth data. Another strength include the development of the curriculum maps. Curriculum mapping is a process that helps teachers keep track of what has actually been taught in order to maximize the use of student time and avoid unnecessary instruction.

The EHHS principal creates a weekly calendar of all school events which is referred to as the "Viking Weekly".   The Viking Weekly ensures that all staff members are aware of the school's events.   This piece of communication among the staff is a strength for the school.

Another strength for EHHS is the use of teams such as: RTI, 504, IEP and ESOL. These teams are in place for support teachers with instructional practices for students in need.   EHHS has a diversified population in which students have many needs from language, to academic, to medical needs.   The use of student support teams allows teachers the tools to ensure that all students can succeed.

Actions to Sustain the Areas of Strength

To sustain the strengths in standard three, administrators and school leaders will continue to improve the PLC groups.   The principal will continue to inform teachers through the Viking Weekly.   The student support teams will continue to improve through professional learning. The student support teams will improve by continuing to find research based instructional strategies to help struggling learners.

Areas in Need of Improvement

Through the surveys and data, the EHHS leadership team has determined that areas of needs improvement are as follows: data use, monitoring of the PLCs, evaluations of professional learning and increased instructional strategies in the classroom. Examination of the teacher's lesson plans revealed a need for focus on how to effectively use data and knowledge of more instructional strategies.

Actions to Improve Areas in Need of Improvement

The leadership team recognizes that in order to improve in standard three, a systematic monitoring/evaluation system needs to be implemented.   The use of surveys for all stakeholders would be beneficial when analyzing the data for future growth. Although the development of professional learning communities is a strength for EHHS, a formal and regular evaluation would be beneficial. The professional learning communities are a strength but can be stronger to increase student achievement.   The team also recognizes that the teacher need meaningful professional learning opportunities to improve in data use and instructional strategies.

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: 3.29

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.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to 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 all positions necessary to achieve the purpose and direction of the school.	•School budgets for the last three years •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff •EHHS Title One Budget EHHS Perkins Grant Budget EHHS CTAE Budget	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •Alignment of budget with school purpose and direction •School calendar •EHHS Title One Budget EHHS Title 2 A Budget EHHS Instructional Budget EHHS Instructional Extension Budget EHHS CTAE Budgets	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules	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.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •Data on media and information resources available to students and staff •EHHS Media Minute EHHS Website Subscriptions	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Policies relative to technology use •EHHS Technology Plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Schedule of family services, e.g., parent classes, survival skills •List of support services available to students	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Description of IEP process •Description of referral process	Level 3

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

Areas of Strength

The East Hall leadership team agrees that resources and support systems were rated high according to the survey data. EHHS is a Title One school in which resources are available for both students and core academic staff members. EHHS has made substantial progress over the past two years with the increase of school technology for all students. The Title One funds have purchased iPods, iPads, laptops, calculators and remediation programs for students. EHHS is guided by not only the school improvement plan but also a Title One plan, CTAE plan, and technology plan. The district maintains the technology not only through use of a help desk but also through professional learning for teachers.

EHHS also has in place budgets for each area to ensure fiscal resources are sufficient to support the school's vision. The school has a title one budget, CTAE budget, Title 2A budget, Instructional extension budget, and Perkins grants. EHHS has several fiscal resources that fund various programs.

The EHHS leadership team also documented that a plan is in place for counseling, testing, and referring at-risk students. There is an IEP process in place for special education students. There is an ESOL process in place for second language learners. There is a 504 and RTI process in place for students with either medical issues or general issues that need to be addressed for struggling learners. The counseling department plans with all students in mind, whether it be career planning, post high school plans, or struggling students.

The school maintenance in general is maintained by an app called "School Dude". This app is maintained by the district level maintenance department. School Dude allows the local schools to report and receive repairs in a timely fashion. EHHS also participates in regular fire, lock-down and tornado drills. The use of such drills allows for preparation of all students and staff in the event of a actual situation.

Actions to Sustain Areas of Strength

The EHHS leadership team recommends that the school improvement plan continue to support the counseling department and all of the student support systems in place. The leadership will continue to support the school improvement plans that are in place and revise according to the data collected. The school will continue to use the "School Dude" app in order to report building maintenance in a timely

manner. The EHHS administration and school safety coordinator will continue to schedule regular drills to prepare students and teachers for emergency situations.

Areas in Need of Improvement

The EHHS leadership team agrees that the technology infrastructure is not fully operational. The technology has been introduced rapidly due to Title One funds.   The EHHS building does not contain enough data points to support all of the technology therefore causing internet usage to be limited during class time.   EHHS teachers could also benefit from meaningful professional learning

Actions to Improve Areas in Need of Improvement

The EHHS leadership team recommends that Title 2A funds be allocated to provide professional learning to teachers on technology use in the classroom. The team also recommends that the district and school-level technology plans include funds to maintain the technology purchased and to increase the amount of data points within the school.

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 2.2

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.	•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •EHHS common assessments	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.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	•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 •EHHS PSAT report EHHS AP report	Level 2

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.	•Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use	Level 2

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.	•Agendas, minutes of meetings related to analysis of data •Examples of use of results to evaluate continuous improvement action plans •EHHS AP Trend Data EHHS School Improvement Plan EHHS Title One Plan EHHS School Improvement meeting minutes	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.	•Minutes of board meetings regarding achievement of student learning goals •EHHS Viking Weekly EHHS School Improvement Plan EHHS Title One Plan	Level 3

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

Areas of Strength

The EHHS leadership team agrees that strengths include the development of common assessments for all subject areas.   The school staff is working to implement common assessments through the professional learning communities.   EHHS has a large number of data sources that supply the school with information about learning and evidence for school improvement goals.   EHHS analyzes data from College Board, GHSWT, EOC test, Access test, etc.   The school is using the state longitudinal data system to analyze individual student readiness.

Additionally, EHHS uses several methods to communicate improvement data to all stakeholders, such as newsletters, websites, parent meetings, and emails.   The school improvement plan and title one plan includes the need for communication to all stakeholders in order to ensure student success.

Actions to Sustain the Areas of Strength

The EHHS leadership team believes that the development of common assessments should continue to increase student achievement. The school improvement team, counselors, faculty and administrators will continue to analyze data to determine student readiness levels and student achievement levels.   The staff will also continue the use of the state longitudinal data system to determine the individual needs of students.
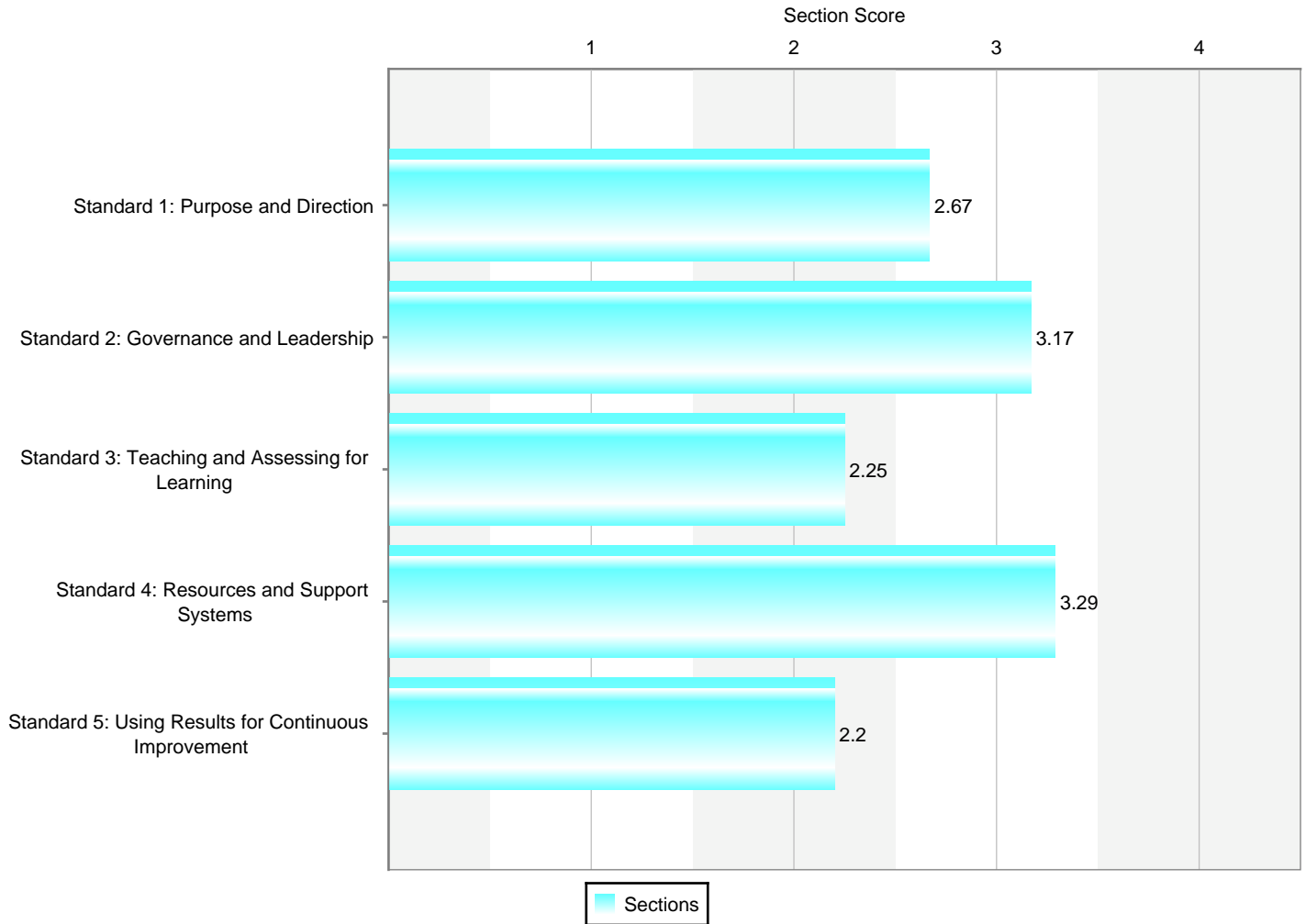
Areas in Needs of Improvement

The EHHS leadership team recognizes the need for common assessments in all classes and professional growth in the use of data. The leadership team believes that the faculty, administration and staff need to be trained to more efficiently use school-based and district data.   The school does analyze data but the process is inconsistent in its use to evaluate student growth.   The leadership team recognizes that an effective system needs to be in place to appropriately register students in an environment of success.   At this moment, the method for course/class placement from year to year is not as beneficial as it could be.   Finally the leadership team agrees that school leadership members need to consistently monitor the conditions that support learning so that the school can capitalize on things that are working well while improving needed areas.

Actions to Improve Areas in Need of Improvement

The EHHS leadership team recommends the development of common assessment continue in the PLC groups.   The leadership team also recommends meaningful professional learning opportunities for faculty, administrators, and teachers on use of data for student growth. The school is also striving to create a formal process to make the right decisions on individual student readiness. Lastly, the school improvement plan will continue to be revised to include data driven decision for overall improvement.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Standard 1: Purpose and Direction — 2.67

Standard 2: Governance and Leadership — 3.17

Standard 3: Teaching and Assessing for Learning — 2.25

Standard 4: Resources and Support Systems — 3.29

Standard 5: Using Results for Continuous Improvement — 2.2

Sections

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		StudentFeedbackData ParentSurveys StaffSurveys StudentSurveys Stakeholder Feedback Data Document EHHS

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

Parent Surveys showed highest levels of satisfaction/approval were Standards 1 & 4.

Staff Surveys showed highest levels of satisfaction/approval were Standards 1, 2 & 4.

Student Surveys showed highest levels of satisfaction/approval were Standards 1 & 3.

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

This was the first year the school and system used the comprehensive survey for parents, staff, and students. Therefore, no comparison data exists to determine trends.

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

The survey is currently the only source of formal stakeholder feedback that takes view of these standards. The school receives informal feedback on a daily basis from parents, staff, and students, but it is difficult to compare such feedback to the survey since informal feedback is often not recorded or analyzed. Findings are similar to inferences that can be made of TKES surveys of students and LKES surveys of staff. EHHS also continues to strive to open further lines of communication through community events.

Areas in Need of Improvement

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

Parent Survey's lowest level of satisfaction/approval was Standard 3.

Staff Survey's lowest level of satisfaction/approval was Standard 3.

Student Survey's lowest level of satisfaction/approval was Standard 2.

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

This was the first year the school and system used the comprehensive survey for parents, staff, and students. Therefore, no comparison data exists to determine trends.

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

The implications of these stakeholder perceptions is that we need to continue to make improvements in teaching a curriculum that challenges students (Standard 3) and our leadership must improve its facilitation of that work (Standard 2).

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

The survey is currently the only source of formal stakeholder feedback that takes view of these standards. The school receives informal feedback on a daily basis from parents, staff, and students, but it is difficult to compare such feedback to the survey since informal feedback is often not recorded or analyzed. Findings are similar to inferences that can be made of TKES surveys of students and LKES surveys of staff. EHHS also continues to strive to open further lines of communication through community events.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.5

Sections
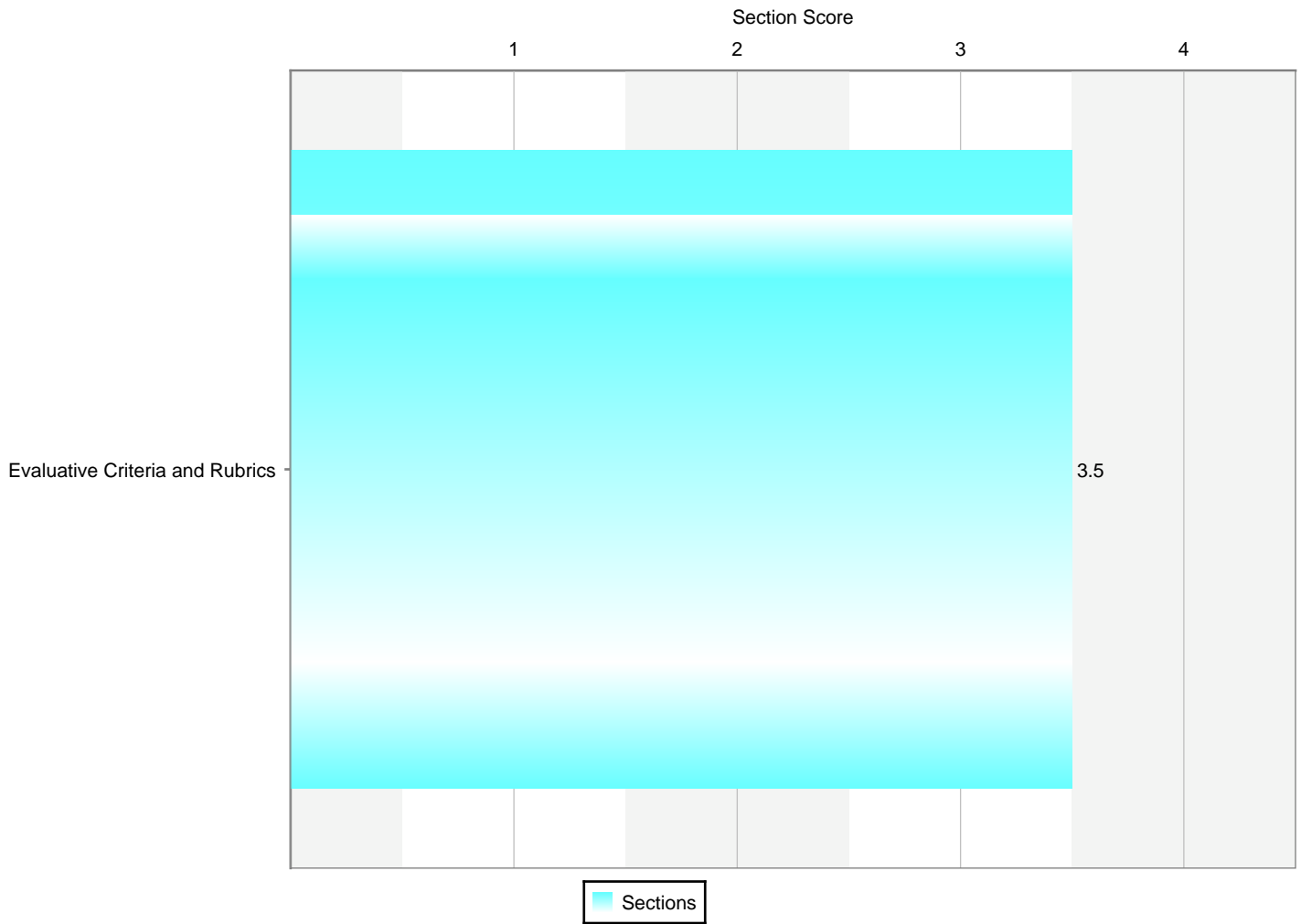
Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		EHHSStudentPerformanceData

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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

According to EOCT results EHHS areas of strength from 2013-14 were American Literature and Physical Science.

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

According to EOCT results EHHS areas of positive trend from 2013-14 were Economics, US History, and Ninth Grade Literature.

Which area(s) indicate the overall highest performance?

According to 2013-14 EOCT results EHHS areas of highest performance are American Literature and Physical Science.

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

According to EOCT results for EHHS in 2013-2014:
SWD shows a positive trends in Economics, US History, Physical Science, Biology and American Lit.
ELL shows a positive trend in American Lit, Ninth Grade Lit, US History and Economics.
ED shows a positive trend in Ninth Grade Lit, Physical Science, US History, Economics and American Lit.

Between which subgroups is the achievement gap closing?

According to EOCT results for EHHS comparing Meets + Exceeds for 2012-13 to 2013-14 achievement gap is closing for:
SWD in American Lit, Econ, US History, Biology.
ELL in American Lit, US History.
ED in American Lit, Ninth Lit, US History, Biology, Physical Science.

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

Other data sources are AP, SAT, and ACT.

Data from AP shows an great increase in trend in Mathematics for 2013 to 2014 (Calculus and Statistics). Our highest mean score in 2014 was in Spanish Language and Culture.

Data from SAT for 2013 and 2014 show the highest mean score in the area of Mathematics (454 in 2013 and 453 in 2014), this is different than results from state testing that shows Mathematics as struggling.

Data from ACT show a positive trend in English, Reading, and Science over the last 5 years.

Areas in Need of Improvement

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

According to EOCT results EHHS Areas below expected level for 2013-14 are Coordinate Algebra and Analytical Geometry.

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

According to EOCT results math courses had been trending positively until switching to new courses in 2012-13 (Coordinate Algebra) and 2013-14 (Analytical Geometry). Performance in math courses is below expectations during this baseline period.

Which area(s) indicate the overall lowest performance?

According to 2013-14 EOCT results EHHS's Coordinate Algebra and Analytical Geometry are the lowest performing.

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

According to 2013-14 and 2012-13 EOCT results for EHHS, ED is trending toward a decrease performance in Biology.

Between which subgroups is the achievement gap becoming greater?

According to EOCT results EHHS comparing Meet + Exceeds for 2012-13 to 2013-14 achievement gap is becoming greater for:
ELL in Ninth Grade Lit, Biology, Physical Science.
SWD in Ninth Grade Lit, Physical Science.
ED in Economics.

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

Other data sources are AP, SAT, and ACT.

AP, SAT and ACT results for EHHS are below state averages, but are showing positive trends and closing gaps in multiple area.

Data from SAT for 2013 and 2014 show the lowest mean score in the area of Writing and showed a downward trend from 2013 to 2014 in Critical Reading. This defers from state EOCT results.

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics — 3.25
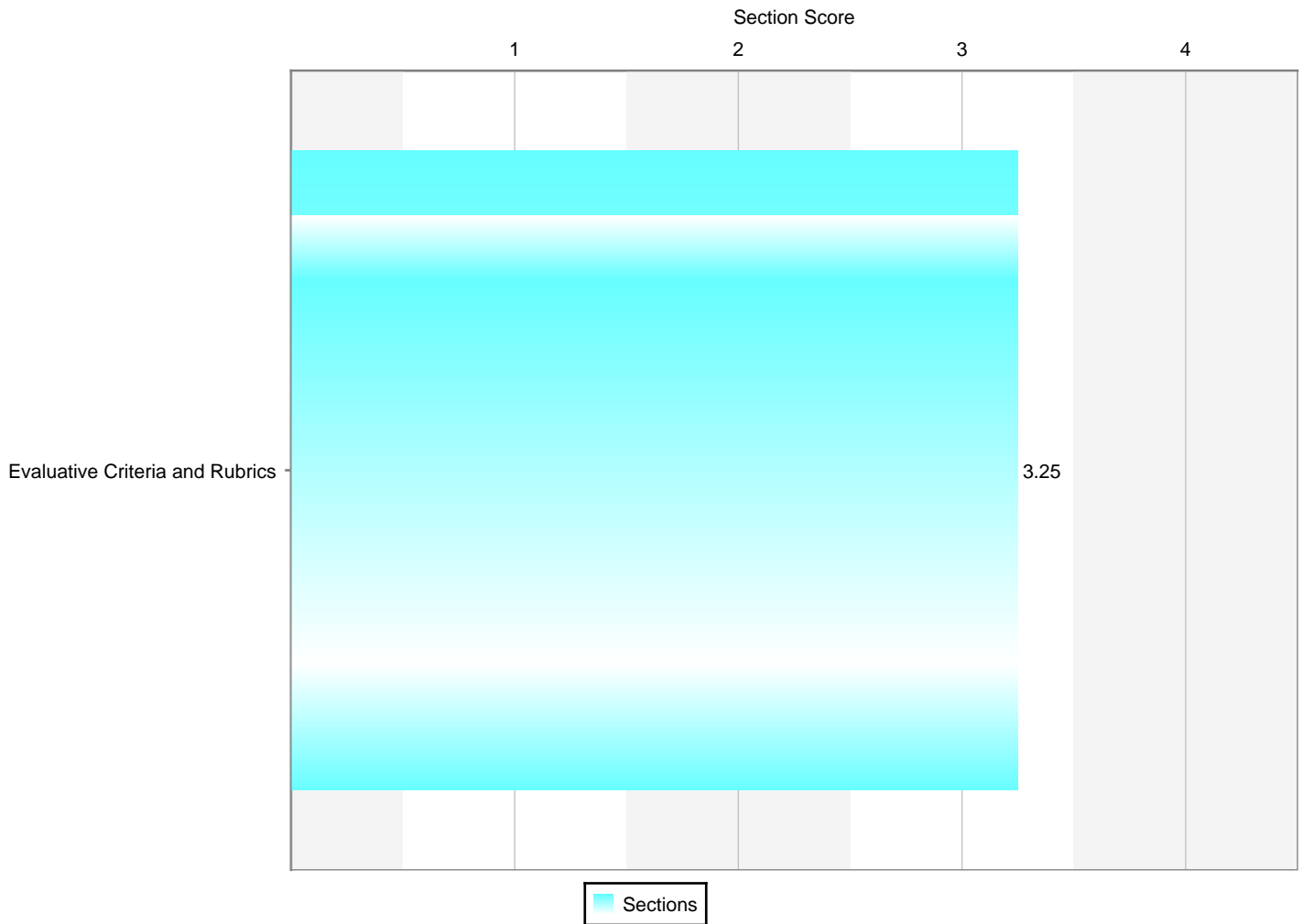
Sections

AdvancED Assurances

Introduction

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

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

AdvancED Assurances

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

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		

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

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		EHHS School Improvement Plan for 2014-2015