Accreditation Report

East Hall Middle 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?

East Hall Middle School (EHMS), located in a rural, very close knit community in Hall County, is approximately forty-five minutes from metropolitan Atlanta. EHMS is one of eight middle schools in the Hall County School district. EHMS serves approximately 948 students in grades six through eight with 75 full-time and three part-time teachers on staff. Dr. Vickie Tribble is the principal at EHMS and works with an administrative team of two assistant principals. Other certified support staff include two counselors,two media specialists who split the position 80%/20%, and two instructional coaches. Several classified positions that also provide support include: paraprofessionals, clerical staff, custodians, and food service.

Approximately 50% of the student body is Hispanic/Latino, and Caucasian/Whites make up the second largest ethnic group with approximately 37%. The remaining student body is comprised of 8% African American, 3% Multiracial, and 1% Asian.

EHMS has experienced minimal change in personnel in the last three years. While there has been a change in the administration team, it has been an extremely smooth transition. Dr. Tribble has served three years as principal, yet she previously served as the school's assistant principal for five years, therefore making this a seamless transition. Changes have also taken place with assistant principals. This will be the second year for one, while the other has served in this capacity at EHMS for three years. Teacher turn-over has remained at approximately 5% or less, and the same two instructional coaches have been in place for the last three years.

Like many schools around the nation, the community EHMS serves has been impacted by the failing economy. Currently, approximately 78.8% of the EHMS population falls into the economically disadvantaged category. This presents the challenge of a lack of background knowledge for students The faculty at EHMS takes pride in the fact they use this not as an excuse, but a motivating factor to achieve success. Despite the hardships many of the families incur, parents remain supportive of their child's education. EHMS takes pride in its competitiveness, with a College and Career Readiness Performance Index (CCRPI) score of 79.7.

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.

During the 2013-2014 school year, EHMS revisited their mission, vision and beliefs. This process began with the School Improvement Team (SIT). Members of the SIT formed a sub committee to review the mission, vision and belief statements, with input from faculty and staff, students, parents and community.

The current mission, vision, and beliefs of EHMS are as follows:

MISSION:
"East Hall Middle School...where community and collaboration lead to relevant learning and high achievement."

VISION:
"The East Hall Middle School community is committed to continuous school improvement and to fostering the confidence in our students to be risk-takers and problem solvers. Our vision is for our students to reach their full potential and achieve success in future endeavors. Through the applications of technology, innovative learning, and disciplined inquiry, we strive to encourage lifelong learning as we prepare students to be responsible and productive members of society."

BELIEFS:
At East Hall Middle School, we believe that all students can be successful, must be held to high expectations, deserve to learn in a safe and nurturing environment, benefit from authentic learning opportunities, and should be active and reflective learners.

EHMS embodies it purpose through program offerings and expectations for students through high levels of expectations. Collaboration among the teachers is unique and filled with camaraderie and support for each other. Extra programs like zero period, boot camp, and intensives are provided to meet the needs of all students. There is a pervasive belief in the EHMS community that ALL students can learn…no student is overlooked because of perceived lack of ability or personal challenges.

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.

EHMS faculty and staff believe that the most notable achievement over the last three years would be that they have been awarded the Title 1 Reward School and the Georgia Gold Reward School. The faculty and staff also feel that there is noted student achievement on the CRCT in comparison to the other middle schools within Hall County.

The faculty and staff of EHMS noted many other achievements including: a focus on fitness among faculty, staff, and students, which resulted in a Bronze award from the Alliance for a Healthier Generation, the growth of participation in the Wiki Green Club, which has resulted in several accolades for their efforts, and county championships in football, wrestling, and basketball.

EHMS has many reasons to be proud, yet the administration and faculty believe there are areas of improvement that can be made over the next several years to continue to be successful. Based upon survey results, EHMS is aware of the need for a formal structure whereby each student is well-known by at least one adult advocate in the school. While a program is in place that addresses two of the subgroups, there is current broadening of the program with the recent addition of a Character Education program. As a result of the AdvancED process, it was also identified the need to improve stakeholder communication and measure the effectiveness of student support services.

Additional Information

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

The faculty and staff at EHMS note many celebrations. The faculty and staff were posed with the question, "What are you most proud of?" The following responses were provided:

"The collaboration that happens between regular and special education teachers is great.   Teachers are able to work together to meet the needs of all students."

"The infusion of Blended Learning opportunities for our students, and the emphasis on technology and increase of 21st Century classrooms is a benefit.   Professional learning opportunities for teachers about various technologies to implement help tremendously."

"The way content teams work and plan together. Teachers stay on track with each other, share materials, share the workload of getting these materials ready, and work with students equally from all classes, not just their own."

"We meet the diverse needs of our students. From high school credit courses to courses that work with students' skills gaps. For example: Spanish, Visual Arts, Reading connections, and Introduction to Business and Technology."

"EHMS knows what to do to move our students forward, no matter their socio-economic status, color, race, or gender. All EHMS students are given an equal right to learn and to enjoy learning."

"The acceptance and support of all teachers regardless of what subject is taught."

"Learning gaps are not used as an excuse. They are used as a challenge."

"Every minute is treated as precious time with students."

"The whole child is taught."

"Teachers mentor, lead and coach students to success."

"All EHMS are given an equal right to learn and to enjoy learning."

"Student achievement and the gains that teachers are able to make with them."

"Teachers are constantly learning new tools and tricks to fine tune lessons and make them engaging and meaningful."

"We set high expectations for all students."

"The way EHMS students take pride in themselves and their school."

"We are family."

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: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present	Level 4

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 clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong 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 hold one another accountable to 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 4

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 require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	•Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan	Level 4

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?

East Hall Middle School works to engage in a systematic, inclusive and comprehensive process to review, revise and communicate the school purpose for student success, and this area is a definite strength. The students, faculty, and stakeholders of EHMS worked over the past year through the School Improvement Team's (SIT) Mission and Vision subcommittee to develop new and revised Mission, Vision, and Belief statements. Variations of a statement were distributed and voted on among the faculty and feedback was given to determine the best possible Mission, Vision and Belief statements.   The Mission and Vision committee held many discussions to filter feedback and create a statement that best reflects the educational vision of all stakeholders.

This statement, once adopted, has been shared on the school's website, is featured on the daily scrolling announcements, and is read on the daily morning announcements.

What were areas in need of improvement?

Student surveys indicated that one of the weaknesses was the statement, "In my school, all students are treated with respect." One of the ways EHMS has addressed this weakness is through the SIT and its implementation of Character Education initiatives. SIT chose key character words for teachers and students to focus on each month. Teachers plan to teach these key words and emphasize them throughout the school year. These character words are reiterated through signs posted outside of teacher rooms, through slides on the scrolling announcements, and even through teacher skits during the football pep rally.

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

East Hall Middle School's SIT will continue to implement an improvement process that provides clear direction for improving conditions that support student learning. SIT will continue to meet to determine the best course of action for student learning and adapt its improvement process to address the needs of students all the while with the mission, vision, beliefs, and purpose of the school in mind. The Mission, Vision, and Belief Statements will continue to be shared with all stakeholders.

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

East Hall Middle School will continue to work with all stakeholders to make sure that each is aware of the school's Mission, Vision, and Belief statements. Through information posted on its website, newsletters, School Council Meetings, and Parent Information Meetings, EHMS will continue to ensure that all stakeholders are aware of the school's Mission, Vision, and Belief statements.

East Hall Middle School will continue to focus on Character Education awareness by continuing focus on key words that address traits that emphasize positive characteristics and attributes that will help students to learn to respect one another. The SIT will continue to monitor the progress of its Character Education program and its effect on the school and all relative stakeholders.

Standard 2: Governance and Leadership

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

Overall Rating: 3.5

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 clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	•Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Communications about program regulations •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body 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 •Survey results regarding functions of the governing body •Agendas and minutes of meetings •Social Media	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 collaboration and shared leadership •Examples of decisions in support of the school's continuous improvement plan	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Representative supervision and evaluation reports	Level 3

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

What were the areas of strength you noted?

After a thorough review and discussion, East Hall Middle School stakeholders found two areas of strength for the Governance and Leadership Standard.

Policies set by the Hall County School Board and the school's governing body are designed to promote and ensure the effective operation of the school. The school uses multiple means of communications such as staff and student handbooks, School Council, school website and newsletters to inform stakeholders of the policies and any revisions. EHMS engages in continuous monitoring of instruction and assessment. For example, all teachers use Progress Monitoring Boards to chart the progress of students who are identified as at-risk, academically.. Boards are updated by teachers every grading period. Instructional coaches attend content meetings and assist teachers with planning and implementing best instructional strategies. All teachers are required to participate in professional learning opportunities both at the county and school level. EHMS's instructional coaches conduct professional learning activities monthly. Because input is sought prior to presentations; these professional learning activities are highly effective and meet the needs of EHMS teachers..

For ten years EHMS has had a highly functional School Improvement Team (SIT) consisting of administrators, teachers, and instructional coaches. The school improvement plan is developed by the team; the plan, agenda, and minutes of the meetings are posted and shared with stakeholders. Team members update the faculty during weekly grade level meetings and solicit input. Teacher and parent surveys along with input from School Council meetings, also play a role in SIT's decision-making processes. Roles and duties of the governing body (administration) are clearly defined and are located in the Staff Handbook. As a result, administration and school leadership effectively work together to create a positive learning environment where instruction and achievement goals are met.

What were areas in need of improvement?

School leaders and staff determined that an area of weakness was holding all stakeholders accountable for student learning. The school is addressing this by including more parents and students in the decision making process through school council meetings, parent involvement meetings, and parent teacher organization (PTO).

Although leaders communicate effectively and appropriately, it is difficult to be proactive and consistent in every aspect of daily work. Leaders continue to stress the importance of communication and continue to work with staff in these areas. East Hall Middle School uses teacher, student, and parent surveys to solicit feedback from all stakeholders. Teachers have the opportunity to work collaboratively on school improvement efforts through the SIT, grade level meetings, content meetings, and vertical teaming meetings. The School Council is made up of representatives from all stakeholders.

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

School improvement is an on-going, dynamic process that includes both the revision of current policies and the implementation of new ones. This year, the EHMS SIT revised the progress monitoring boards to make the boards more accessible to all teachers. The SIT will continue to monitor current policies for effectiveness. The team, with guidance from all stakeholders, will continue to identify ways to ensure the governance and leadership of EHMS promote and support student performance and school effectiveness.

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

EHMS leaders have already initiated programs to improve communication to stakeholders by using automated phone calls, (in both English and Spanish), the school website, and Twitter. The staff members are contacting parents regularly by phone and email and this is documented by maintaining a contact log throughout the year located on Infinite Campus. The school will continue to improve holding all stakeholders accountable by involving more students, parents, community leaders, and staff in the decision-making process during parent involvement meetings, school council, parent volunteers, community sponsors, and PTO. The SIT team will continue to promote and implement programs that support stakeholder communication and involvement in the decision making process.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 3.08

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Survey results •Lesson plans •Posted learning objectives •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 multiple assessments of student learning and an examination of professional practice, school personnel systematically 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 systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Common assessments •Surveys results •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum	Level 4

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.	•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	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 formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation 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 •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Surveys results •Administrative classroom observation protocols and logs	Level 4

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.	•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.	•Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning	Level 3

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.	•Professional learning calendar with activities for instructional support of new staff •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	•Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process	Level 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.	•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.	All teachers consistently 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 without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.	•Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting	Level 4

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 continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Results of evaluation of professional learning program. •Evaluation tools for professional learning •Brief explanation of alignment between professional learning and identified needs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•Survey results •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?

Consensus among staff after discussion and review of teacher, student, and parent survey data indicates areas of strength in three areas for the Teaching and Assessing for Learning Standard.

The school uses a consistent Instructional Framework that is pervasive throughout the school for daily instruction. Teachers utilize classroom assessment data, standardized test data, formative benchmark data, and other various measures to gauge student learning and guide instruction. Each week, collaborative meetings are held by content and by grade level to monitor and adjust instruction, curriculum pacing, and to implement best practices to ensure and support student learning in a standards based environment.

Professional learning occurs within these weekly collaborative meetings focus on student engagement and achievement in order to improve instruction and student learning. Vertical content meetings are held throughout the school year to promote vertical alignment and student learning. Each year, the faculty participates in peer observations to offer constructive feedback on selected areas of focus. Protocols are in place and employed for the examination of student work. School personnel cites collaboration among content teams as an area that sets our school apart and has had a direct impact of improved student achievement.

Our school leaders monitor and support the improvement of instructional practices through frequent classroom observations and by monitoring collaborative content meetings. Classroom observations specifically target standards of professional practice as outlined by the Georgia Teacher Keys Evaluation System (TKES). School leaders regularly attend and participate in collaborative content meetings and when they are unable to attend, they monitor these meetings by reviewing content team meeting minutes. Content minutes require teams to outline standards addressed, learning practices, curriculum plans, and notes about data analysis.

All teachers consistently use common grading and reporting policies as prescribed by the Hall County Board of Education. Stakeholders are made aware of the policies through student agendas, course syllabi, and teacher pages on the school website.

What were areas in need of improvement?

Student self-reflection is an area which needs improvement. These areas are currently being addressed through professional learning and in collaborative content team discussions. Another area noted for improvement is further development of higher-order thinking skills in tasks and assessments.

Student surveys revealed that some students do not feel they have at least one adult advocate who supports their educational experience. The newly implemented character education program, will encourage positive interactions with teachers and foster student teacher connections.

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

East Hall Middle has a culture of collaboration and the use of an Instructional Framework. As new teachers join our staff, there is a system in place to make certain of their understanding of these processes. Each year, assessments are revised to better inform instruction and to promote higher levels of student achievement. Professional learning needs will continue to be evaluated, adjusted, and made a part of our school improvement plan. Staff will continue to look for ways to improve the peer observation component of the school improvement plan so that all parties can use the data to improve instruction.

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

Through collaborative content team meetings, vertical team meetings, and professional learning, teachers are beginning to implement opportunities for students to reflect on their learning through a variety of methods. Whether it be informally or in written response, students are provided opportunities to assess their learning.

Professional learning opportunities such as Webb's Depth of Knowledge training and voluntary book studies are being provided to improve higher order thinking skills, questioning techniques, and student engagement.

A plan is in place to survey students and teachers to evaluate the effectiveness of the character education program and make adjustments as necessary. Opportunities are available for students to interact with an adult advocates on a variety of levels through various small group opportunities with our counseling department, clubs, sports, and PAL(Praise and Lead) program.

Standard 4: Resources and Support Systems

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

Overall Rating: 3.14

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 •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff •EHMS New Teacher Orientation and Mentor Program.	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.	•Survey results •School schedule •School calendar •UReserve Technology Calendar Instructional Funds Budget Title I Budget	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Survey results •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes •Facility maintenance history Satisfactory Fire Chief Evaluations Building Evacuation Plan	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 •Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •EHMS Learning Commons Blog - Evidence of student lessons EHMS Technology Subscriptions Media Circulation statistics and inventory reports Professional Development Calendar	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 •Survey results •Policies relative to technology use	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel 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.	•Survey results •Schedule of family services, e.g., parent classes, survival skills •List of support services available to students	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 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.	•Survey results •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.

What were the areas of strength you noted?

The Hall County School District provides fiscal resources to ensure all positions necessary are funded. Evidence of this is included in the EHMS New Teacher Orientation Program outline, school student/teacher ratio, and Title I funding of specific additionally filled positions.

The EHMS school media and information collection includes a robust library book selection including ebooks and audiobooks and numerous digital resources that support the curriculum. The school has a highly qualified school library media specialist that assists all stakeholders with finding and retrieving information from multiple sources and formats. Additionally, trainings with students, teachers and parents in the area of information and instructional technology are outlined in the EHMS Professional Development Calendar, Parent Connections meeting outline, and the EHMS Learning Commons Blog.

EHMS has sufficient resources to support the purpose and direction of the school. The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. The technology infrastructure supports the schools teaching, learning, and operational needs. The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.

What were areas in need of improvement?

EHMS currently seeks to determine the physical, social, and emotional needs of the students, but a systematic plan is not in place for each area for each student. When a need is identified our school personnel works diligently to provide services needed to the student. However, the staff can improve in this area by developing measures to evaluate program effectiveness for physical, social, and emotional interventions. The school has begun to address the social needs of every student through our character education program and the physical needs of each student through our healthy eating campaign.

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

All current resource and support systems will remain. The school will continue to fill all positions with highly qualified educators and support staff through effective professional learning and mentoring. EHMS will continue to offer multiple informational resources to all stakeholders and maintain a highly qualified school library media specialist.

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

EHMS has already begun addressing many social needs of students through the character education program and physical needs through our healthy eating campaign. The character education committee is developing a plan to measure the effectiveness of the character education program. A School Improvement Team subcommittee will be designated to identify and select any additional initiatives that will address the physical, social, and emotional needs of each student. The subcommittee will also explore measures to determine the effectiveness of new programs put in place.

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 3.4

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

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•Survey results •Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •Progress Monitoring Boards	Level 4

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

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Student surveys •Agendas, minutes of meetings related to analysis of data •Evidence of student growth •School Improvement Team meetings Short-term action plans School Improvement Plan System Improvement Plan	Level 4

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 •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Year-end CRCT Google spreadsheet Parent Connection meetings Newsletters EL-ACCESS spreadsheets Presentations: Beginning of year, middle of year, end of year	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?

Within the school, there is a consistent system in place in which students are measured using formative and summative assessments that help guide instruction. These assessments are valid and provide reliable data for teachers and students to use. The assessment system provides all stakeholders with knowledge about conditions that affect student learning. The teachers of EHMS are able to utilize this data to help students with setting goals and increasing expectations. The results of the data indicate significant improvement and promote student success at the next level. Specific subgroups, such as SWD and EL, are labeled on Progress Monitoring Boards in order to assist teachers with focusing on these students. The teachers continuously analyze data to help all students.

What were areas in need of improvement?

Although there is a comprehensive assessment system in place, some of the assessments have not had adequate time to determine

reliability. With the onset of CCGPS in both Math and ELA, teachers in these subject areas have utilized county-wide assessments to provide appropriate benchmark data. Additionally, the Georgia Milestones Assessment system is in its first year, and there are many unknown variables that could lead to varying scores and student growth percentiles. The teachers of EHMS are regularly and systematically trained on the evaluation, interpretation, and use of data. However, many of the support staff members were not as highly trained in the interpretation of data.

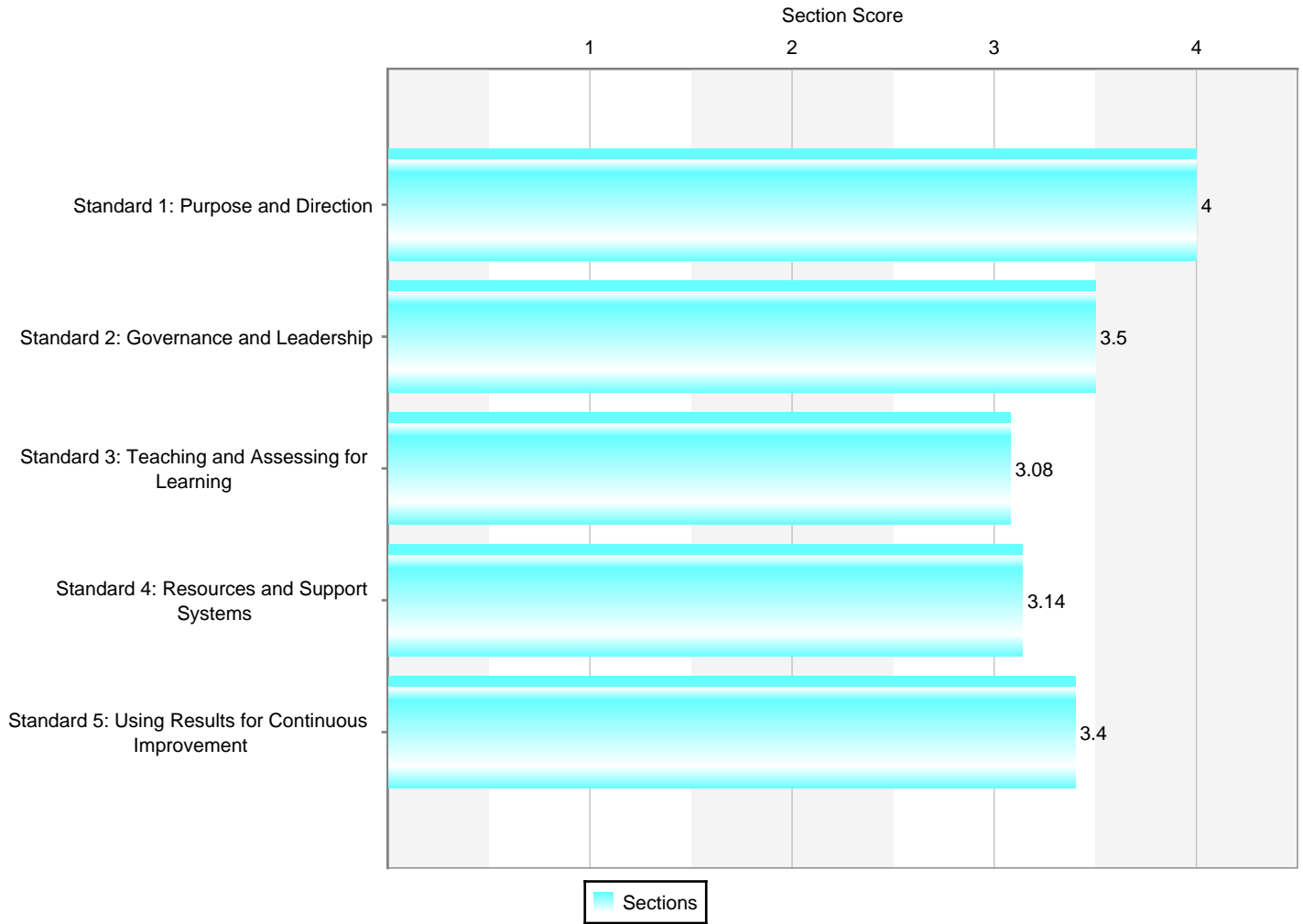What actions are you implementing to sustain the areas of strength?

As the school faculty members consider the comprehensive student assessment system, they are constantly modifying their formative and summative assessments to more accurately provide data related to the upcoming Georgia Milestones, Student Learning Objectives, and the End of Course Assessments. For high-achieving students, the teachers have added more rigorous activities that challenge students with higher depths of knowledge. For students who are struggling, several interventions are available to help students master the standards. Specific subgroups, such as SWD and EL, have additional opportunities to master the standards through the use of six to eight Saturday School dates. Moreover, the school has 60-day short term action plans as well as an annual School Improvement Plan. These plans are reviewed by the School Improvement Team to make certain that all types of students are illustrating great gains. Also, they define the continuous improvement occurring among the students. According to the student growth percentiles and recent CCRPI scores, EHMS has made great advancements in terms of school improvement.

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

In terms of utilizing data and monitoring specific groups of students, the Progress Monitoring Boards were recently modified to more accurately oversee the progress of our SWD and EL students. Also, the ELA teachers used the Scholastic Reading Inventory to provide Lexile levels for all of the students. Other teachers can use this data to provide more differentiation in classrooms. School Improvement Team meetings are held twice per month to increase readiness levels for students and to evaluate the results of our continuous school improvement initiatives. The Short-Term Action Plans and School Improvement Plans are reviewed to define the process used to support student achievement. The school has provided numerous opportunities for parents and other stakeholders to work with EHMS faculty members through the use of Parent Connection days.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Standard 1: Purpose and Direction — 4

Standard 2: Governance and Leadership — 3.5

Standard 3: Teaching and Assessing for Learning — 3.08

Standard 4: Resources and Support Systems — 3.14

Standard 5: Using Results for Continuous Improvement — 3.4

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		Stakeholder Feedback Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

Based on survey responses from students, staff, and parents the areas of strength are:

Standard 1 - The staff believes our school has a continuous improvement process based on data, goals, actions, and measures for growth. Students believe a high quality education is offered.

Standard 2 - Parents, staff and students all responded that the school has high expectations for students.

Standard 3 - All staff members participate in continuous professional learning based on identified needs of the school. Students feel teachers use tests, projects, presentations, and portfolios to check their understanding of what was taught.

Standard 4 - Survey results concluded that the school maintains facilities that contribute to a safe environment. Students feel they have a variety of resources that are available to help them succeed (e.g., teaching staff, technology, media center).

Standard 5 - Staff feel school leaders monitor data related to student achievement. Parents and students feel the school prepares them for success in the next school year.

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

It would appear that the majority of stakeholders are satisfied with the area of Purpose and Direction for the school.

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

The continuous improvement process was referenced as a strength of the school. Professional learning opportunities come directly from the review of the data with teacher input. There is evidence in the collection of artifacts to support these findings.

Areas in Need of Improvement

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

Based on survey responses from staff, students, and parents the following areas needing to be further addressed are:

Standard 1: According to students, a significant percentage of students do not feel they are treated with respect. Parents are unsure of the purpose statement review and revision process. Faculty expressed concern about the purpose statement being based on shared values and beliefs that guide decision-making.

Standard 2: According to students, there is a concern with students treating adults with respect. Parents expressed concern with the school's governing body not interfering with the operation and leadership of the school, while the faculty expressed a concern over the school's leaders engaging effectively with all stakeholders about the school's purpose and direction.

Standard 3: The student survey indicates that there is a need for teachers to adjust their instruction to meet learning needs. Parents and staff expressed a concern to engage families more in their children's learning process, as well as how students are being graded.

Standard 4: Staff survey results indicate that opportunities for students to participate in activities that interest them as a weakness, while student survey results indicated this as a strength.

Standard 5: Staff survey results indicated a need for professional development on data analysis, interpretation, and use.

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

The process for review and revision of the mission and vision statements, as well as, respect are two areas of decreasing stakeholder approval.

What are the implications for these stakeholder perceptions?

Possibly the time since the mission and vision statement has been reviewed is a contributing factor. At the time of the survey, the School Improvement Team had just previously begun the process of review and revising the school mission, vision, and belief statements.

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

Stakeholder surveys and standard rankings consistently revealed areas of concern which need to be addressed. One area included the process for the review and revision of the purpose statement, as well as the purpose statement being based on shared values and beliefs that guide decision making. This area has been addressed by the development of a sub committee to review and revise the mission, vision, and belief statements. The sub committee did seek stakeholder input. Another area of concern is whether or not all students and staff are equally treated with respect. In response to this concern, a character education program has been developed in the school, focusing on

words that will help build respect and rapport among all. Also, the need for a formal structure whereby each student is well-known by at least one adult advocate in the school is an area in need of improvement.   While there is a program that addresses two subgroups, this program needs to be broadened. With the recent addition of a Character Education program, the hope is to improve this area. Improving stakeholder communication and measuring the effectiveness of student support services are also areas in need of improvement.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.5

Sections
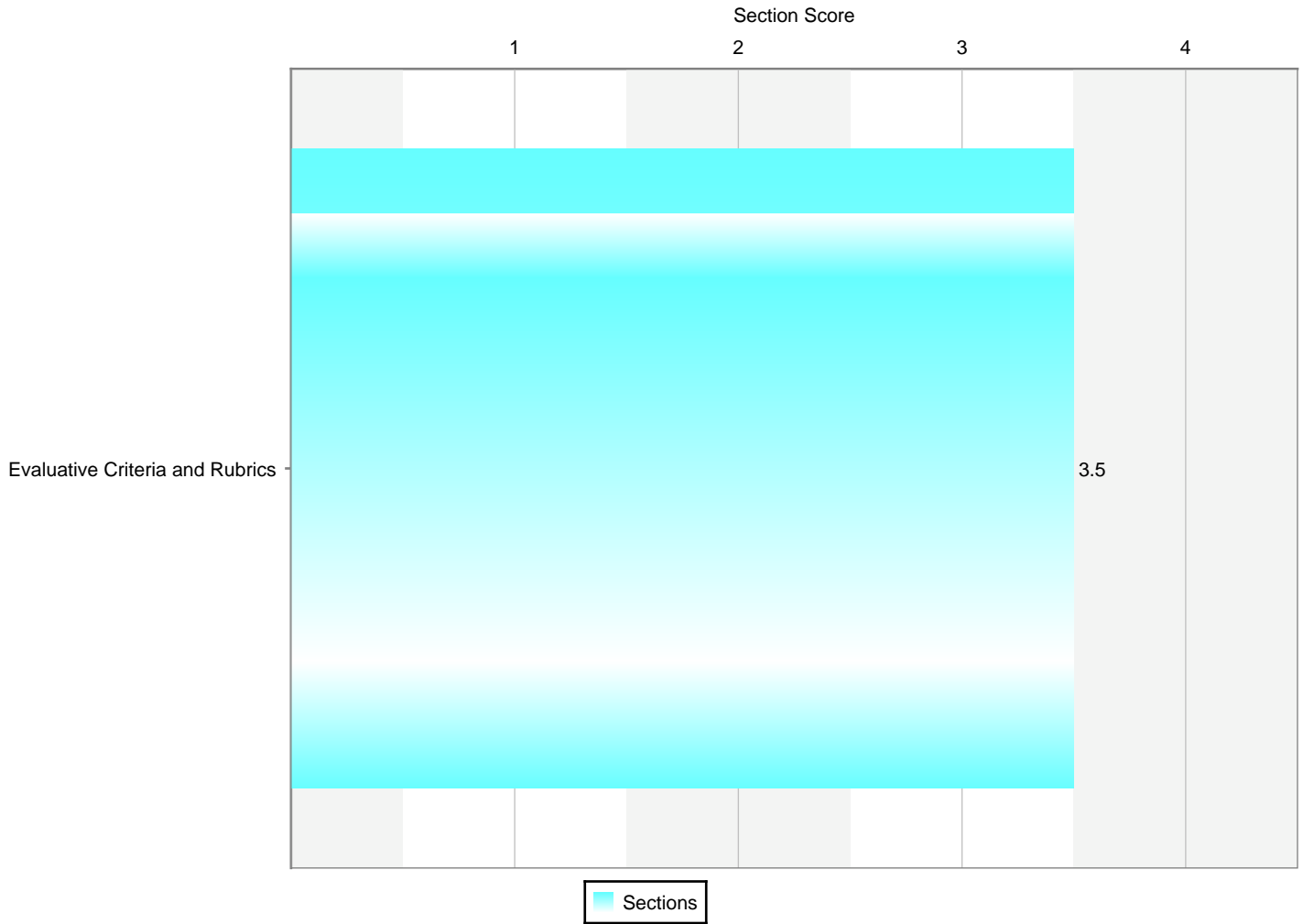
Student Performance Diagnostic

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		Student Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	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	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	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?

All areas are above the expected level of performance of 800, while eighth grade math, reading, and science and seventh grade social studies made significant gains in the exceeds category.

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

The areas of Reading, Science, and Social Studies in all grade levels have shown a positive trend in performance, as well as math in sixth and seventh grade.

Which area(s) indicate the overall highest performance?

Eighth grade Reading and Social Studies indicates the overall highest performance based on CRCT mean scores.

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

Based on the EHMS Longitudinal Data sheet, the students with disabilities (SWD) subgroup has shown a trend toward increasing performance in all four academic areas over the last four years.

Between which subgroups is the achievement gap closing?

The achievement gap appears to be closing for the SWD subgroup.

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

These findings are consistent with the statistics from the EHMS Longitudinal Data document.

Areas in Need of Improvement

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

No particular academic area falls below the expected level of performance, but due to the drop in the pass rate, ELA is an area of concern.

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

ELA in all three grade levels show a negative trend in performance. This is an area of concern and a topic for discussion at collaborative content meetings, as well as vertical meetings.

Which area(s) indicate the overall lowest performance?

Based on the CRCT mean rate sixth grade math and ELA have the overall lowest performance.

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

The ELL subgroup has shown a significant decrease in performance in the areas of ELA and Math. In addition, this subgroup has shown a downward trend in Science and Social Studies, but not as significant.

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

In the areas of ELA and Math, the ELL subgroup has the largest gap in performance.

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

These findings are consistent with the statistics from the EHMS Longitudinal Data document.

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics — 3
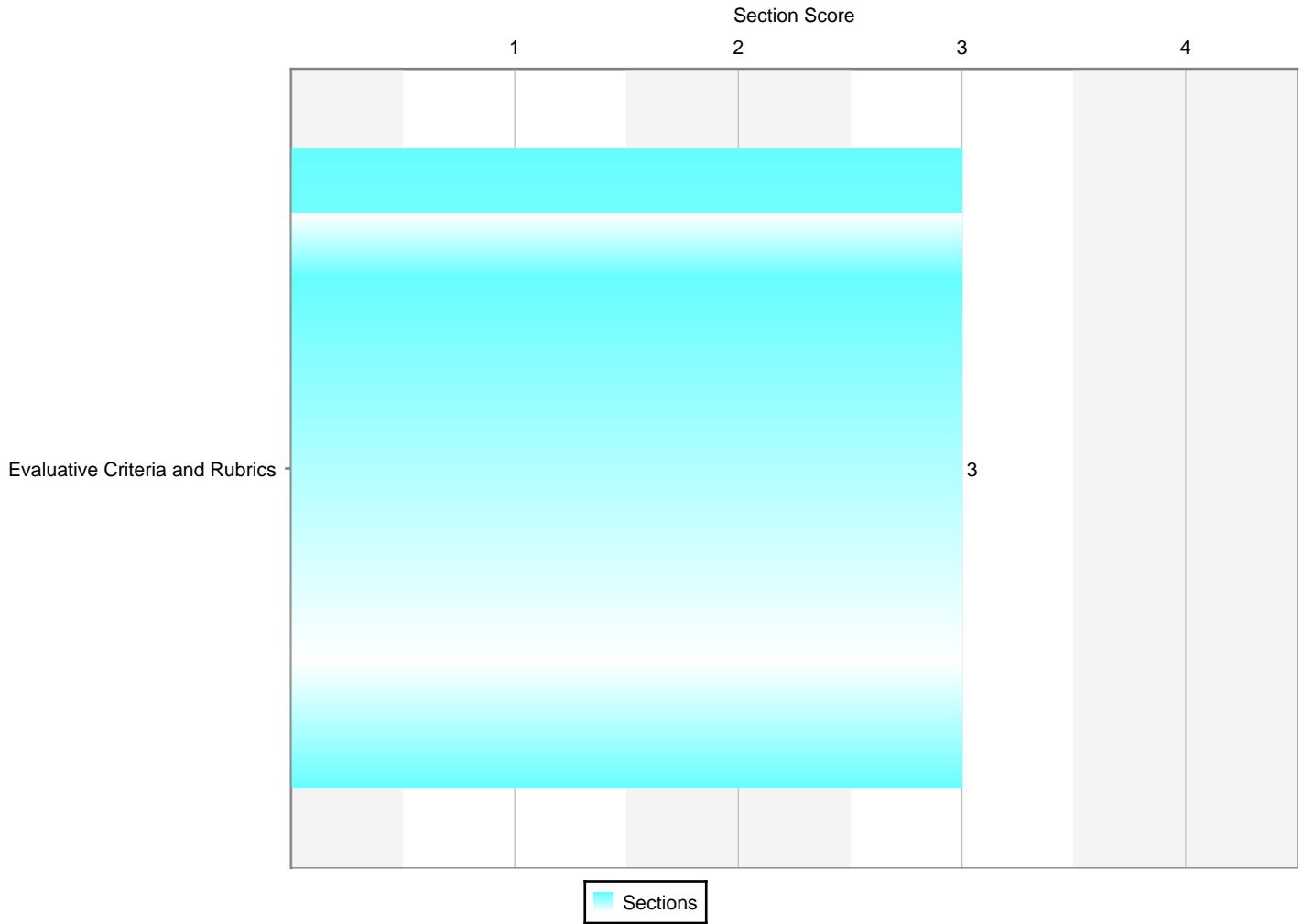
Sections

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		SIP