AdvancED

Accreditation Report

Flowery Branch High School Global Studies and Leadership Academy

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?

Flowery Branch High School is located on the southern edge of Hall County adjacent to Gwinnett County. It is the largest of 7 high schools, in the Hall County school system, with a current enrollment of 1,738 students. The school has also seen continued growth in student enrollment over the last 6 years; while other high schools in the district have experienced declines in enrollment. We have averaged between 40-60 new students each year.

Due to the close proximity of Flowery Branch to Gwinnett County, the growth in student population may be attributed to the lower tax digest in Hall County versus Gwinnett. Many families choose to live in south Hall County and commute to work in Gwinnett and Atlanta. The 2010 census report notes the Flowery Branch community has seen 214.5% population growth rate from 2000 to 2010 ("U.S. census bureau," 2011), and through 2012 has reported a 232.9% growth rate. Recent housing upstarts in the largest subdivisions within our attendance zone should reflect an upswing in student enrollment for 2015-2016.

 Student population demographics mirror that of the Flowery Branch Community. The 2010 US Census community demographic information for Flowery Branch, Georgia shows (73.7%) Caucasian, (13.8%) Hispanic, (8.5%) African American, (2.7%) Asian, (2.0%) Multi-racial, and (0.3%) Native American. FBHS student demographics of Caucasian (72%), African American (8%), and Multi-racial (2%) is reflective of the area demographics, while the school enrolls a larger percentage of Hispanics/Latino (17%) and only (1%) Asian students which is below the area percentage population. Student enrollment by other subgroups, consists of (3%) Limited English Proficiency, and (%) Free and Reduced Lunch, which is below the county average. Our percentage (12%) of Students with Disabilities is higher than the county average of (10%).

 Our staff of 135 is comprised of 113 certified employees, 11 para-professionals, 7 classified and 4 others (school nurse, central office and staff and a resource officer). Twenty-seven of our teachers are AP certified.

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.

Our charter school's mission statement is expanded from our current mission statement:

Fostering Beliefs in Higher Standards. Flowery Branch High School, a Global Studies and

Leadership Academy's mission is to increase student academic achievement through a focus on global

studies and leadership. Through organizational innovation this design will create opportunities

for interactive, productive, authentic learning for students of all academic levels and will

encourage and motivate students to develop their self-selected interests. We whole-heartedly

believe that leaders of the future must encompass a plethora of skills that range from social

interaction, accountability, and awareness of global concerns.

Students have exposure to a variety of best practice instructional approaches, both

traditional and technology based, as we pursue global concepts through the lens of leadership.

Through authentic learning experiences, we expect graduates of Flowery Branch High School, a Global

Studies and Leadership Academy will have more opportunity

of becoming productive global leaders and contributing citizens of the international community

within our borders and beyond.

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.

We have added 16 AP certifications to teachers over the last two years giving us a total of 27 teachers holding AP certification. Increasing AP certifications has been a point of emphasis and it is alone one of our charter goals. FBHS was recognized as an AP STEM school by the College Board in the spring of 2012. Schools are given AP STEM designation based on specific criteria. Students must test in at least (2) AP math courses and two (2)AP science courses (AP Calculus AB, AP Calculus BC, AP Statistics, AP Biology, AP Chemistry, AP Environmental Science, AP Physics B, AP Physics C, AP Computer Science). As a part of our focus on leadership we have implemented several programs including the Air Force JROTC and Peer Leadership classes. Our academic, sports, arts and club programs have all achieved region and state recognition as well as national recognition for achievement in their various areas.

Flowery Branch High School was also awarded to Georgia School of Excellence in 2007. The Georgia Schools of Excellence Program honors schools from each of the state's 14 congressional districts. Elementary, middle, and high schools that are either academically superior or demonstrate dramatic gains in student achievement are awarded. These schools serve as models for other schools throughout the state. FBHS had never failed to meet Adequate Yearly Progress (AYP), in its 10 years of existence, and our CCRPI scores have improved in the first two years of measurement from (74.4) in 2013 to (75.2) for 2014. As the stakes get higher more focus and emphasis on student growth and success will require teachers, and administrators to disseminate, and analyze data on a regular basis to inform and guide their decisions and actions for school and student improvement.

I do not believe we are effectively using our technology. I am creating a technology team to be implemented in 2014-2015 school year. The focus of this team will be assisting teachers with ways to get students producing and using the technology in place. Our Activeboards are not used as effectively as I would like to see us using them currently. I think we need to improve on connecting with students and developing a rapport. I believe that we are losing sight of that piece with the focus so much on CCRPI and scores. The relationship piece is critical to me and our success in high school. I think we have room to improve on referring to the standard during a lesson. Currently teachers will refer to the standard, but it doesn't flow naturally. We have some teachers that are excelling in this area, but as a whole I think we need some improvement.

Additional Information

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

We are a conversion charter school, and this is our third year as a charter 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: 2.33

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 has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	•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	Level 2

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.	•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 •Agenda, minutes from continuous improvement planning meetings •The school continuous improvement 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.

Our statement of purpose is a strength because all stakeholders had input when the decision was made to become a conversion charter school. Staff members and community members voted to become/pursue a charter school. We need to improve on the documentation from the instructional meetings we have on a monthly basis. Values, beliefs, and instructional strategies are discussed, but not always documented adequately. We are continuing to adapt our process for improving student learning. The school's leadership team reviews data from state standardized tests, AP scores, and End of Pathway assessments. More teachers need to be trained on how to disaggregate the data we receive on tests in order to effectively improve their individual classroom strategies.

Standard 2: Governance and Leadership

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

Overall Rating: 2.5

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 generally support the school's purpose and direction and the effective operation of the school. Most 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 staff. Policies and practices provide requirements and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Communications to stakeholder about policy revisions	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Assurances, certifications •Communications about program regulations •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest	Level 2

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 generally protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Maintenance of consistent academic oversight, planning, and resource allocation •Survey results regarding functions of the governing body •Agendas and minutes of meetings	Level 2

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 •Supervision and evaluation documents with criteria for improving professional practice and student success noted •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.

Our areas of strength were in engaging stakeholders in effective communication, and in the evaluation process of the purpose and direction. We believe that these areas are strengths because we are currently revising/developing our mission and vision statements for our school. We have a charter petition, but as a faculty we realized that the mission and vision of the school are not addressed. We are involving all stakeholders as we go through the process of developing our purpose and direction.

Consequently our areas of weakness is in our purpose and direction because we do not have a clear stated direction. We realized this was an area of need so we have established a committee of teachers, and we are communicating with our governance board about our purpose and direction.

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: 2.58

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 •Course schedules •Enrollment patterns for various courses •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.	•Common assessments •Surveys results •Curriculum writing process	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Agenda items addressing these strategies •Professional development focused on these strategies •Findings from supervisor walk-thrus and observations •Surveys results	Level 3

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.	•Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •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.	•Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees	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 •Survey results	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.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	•Records of meetings and walk thrus/feedback sessions •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning	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 •Calendar outlining when and how families are provided information on child's progress	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 long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Evaluation process for grading and reporting practices •Policies, processes, and procedures on grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	•Results of evaluation of professional learning program. •Brief explanation of alignment between professional learning and identified needs	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	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 include the school's curriculum provides equitable and challenging learning experiences, school personnel are involved in mentoring and coaching, and teachers plan and use instructional strategies that require student collaboration. Our district requires teachers to work on vertical alignment of curriculum for the academic courses. The district has developed Student Learning Objectives (SLO's) for classes that do not have a state standardized test. AP teachers are also involved in vertical teaming workshops that are coordinated at the district level. This year our school started a new teacher mentor/metnee program. This program is modeled after the district model for new teachers.

Areas of weakness include staff collaboration, providing exemplars to inform students of the learning process, and the staff members participate in continuous professional learning process. Our academic teachers are involved in common planning for the tested subjects that they teach. Other areas do not have a scheduled collaboration time to meet. We have provided every staff member paid access to ASCD for last year and this year to help with professional development. We taken advantage of system professional learning days to provide a guest speaker for differentiation last year, and a follow up visit this year. Math teachers and their co-teachers will be attending professional development to assist them in providing a better co-teaching model for all students.

Standard 4: Resources and Support Systems

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

Overall Rating: 2.86

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •School calendar	Level 2

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.	•Records of depreciation of equipment •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •Safety committee responsibilities, meeting schedules, and minutes	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •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	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.

We have a couple of areas of strength in this standard. Our faculty feels like we have clear expectations on the cleanliness and safety of this building and out students. We frequently practice/drill for all of our safety procedures. Our staff also believes that we have sufficient access to technology and media resources. Over the past two years we have added 230 Nooks to the English department for students to use. We have added 13 Dell Venue 8's for all department to check out and use. Our science teacher have Mimio Boards in every classroom.

I plan on using instructional money to continue to add to the Dell Venues in an effort to have a complete classroom set. We have started a technology team that will evaluate our technology needs and also train teachers on current technology, apps available, and social media uses.

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: 2.6

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free	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.	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.	•Survey results •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	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.	•Survey results	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.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Agendas, minutes of meetings related to analysis of data •Evidence of student growth •Evidence of student success at the next level	Level 3

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

We use data from state developed standardized test scores to evaluate and drive instruction at our school. This is an area that we are constantly trying to improve. We are having professional development on using the State Longitudinal Data Source that is available to all teachers in the tested subject areas. We are not as efficient in the areas where standardized test data is not available for those classes. We are planning on using the end of pathway assessments to evaluate the success of our instruction in the career tech classes. We are working on an actual stated process for data disaggregation, and evaluation with our staff.

Report Summary

Scores By Section

Section Score

Standard	Score
Standard 1: Purpose and Direction	2.33
Standard 2: Governance and Leadership	2.5
Standard 3: Teaching and Assessing for Learning	2.58
Standard 4: Resources and Support Systems	2.86
Standard 5: Using Results for Continuous Improvement	2.6
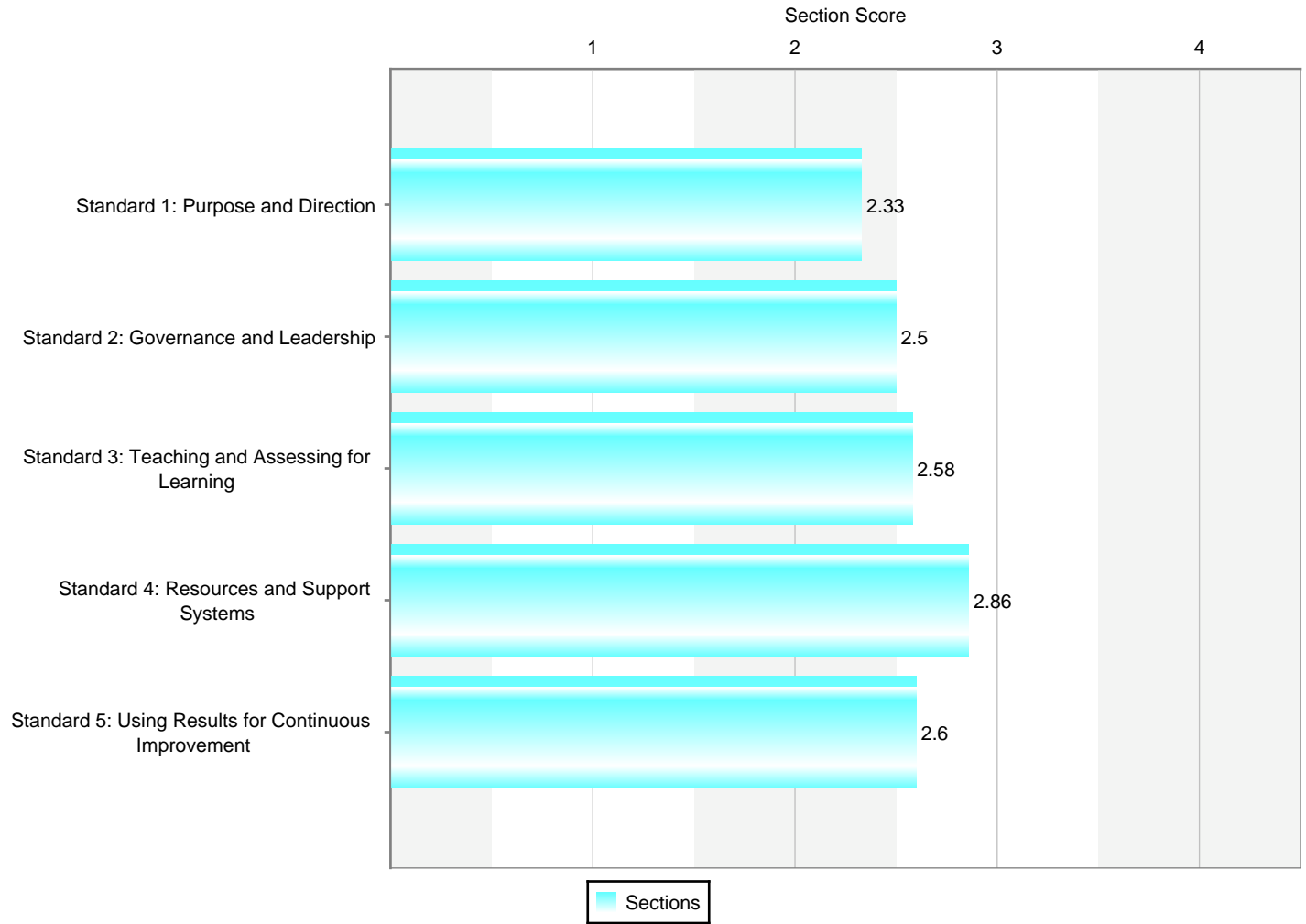
Sections

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 FBHS

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	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?

Out of the three surveys the staff survey indicated the highest level of satisfaction at 3.79. The parent survey was 3.57, and the student response was 3.33.

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

Stakeholders reported that we have a school that is safe and clean.

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

The staff survey was rated higher than the other two surveys. This data is consistent with the personnel survey that we complete for the state each year. Staff reported average to above average rates on the personnel survey last fall.

Areas in Need of Improvement

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

Our school lunches were consistently reported to low across all three surveys.

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

Student and parent surveys revealed a lower rate of satisfaction with the school dress code.

What are the implications for these stakeholder perceptions?

The dress code has changed in the past year to be more strict. Parents and students understand the need for a stricter dress code, but report it to be difficult to find clothes to meet the requirements. Dress code changes are evaluated at the end of every school year for necessary changes.

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

Governance board members has expressed concerns about the school lunches this year. It was explained to the board that we have knew FDA guidelines for healthier food in our school. We believe some of the negative attitude toward the school lunch is because of the recent mandates.

Report Summary

Scores By Section

Section Score

Evaluative Criteria and Rubrics — 3

Sections
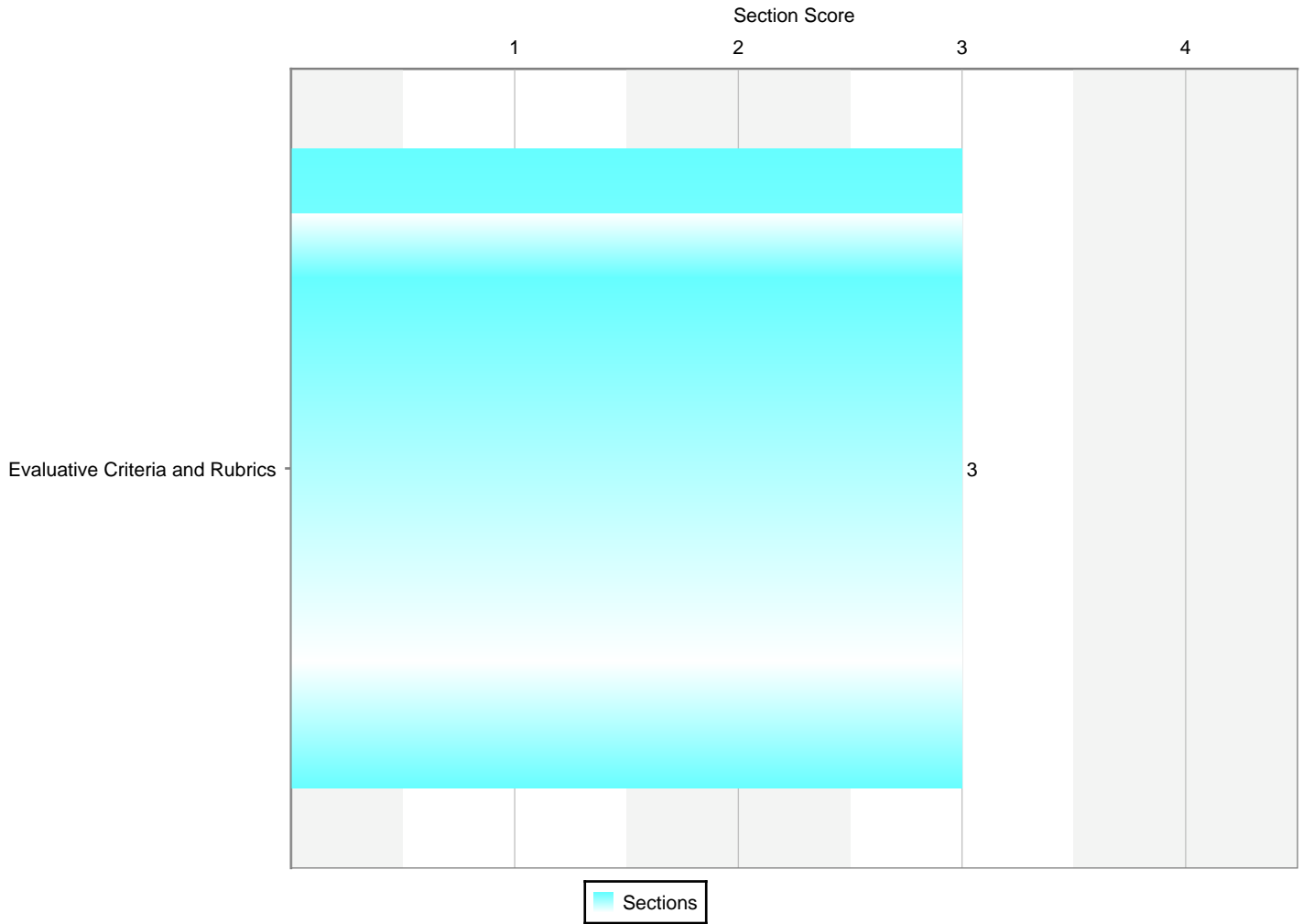
Student Performance Diagnostic

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		FBHS Data

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

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

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

Areas of Notable Achievement

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

Scores on Georgia standardized End of Course Tests indicate that American Literature, Physical Science, and US History are above the expected levels of performance.

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

Scores on Economics, American Literature, Coordinate Algebra, and US History End Of Course tests are showing a trend toward improvement. AP Economics scores are also improved over the past two years.

Which area(s) indicate the overall highest performance?

Our American Literature scores are consistently higher than all other standardized test scores.

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

Students with disabililties are showing a trend toward increasing performance in American Literature, Coordinate Algebra and Economics. The economically disadvantaged sub group is showing a trend toward increasing performance in Ninth Grade Literature, American Literature, Coordinate Algebra and US History. The ELL subgroup is showing a trend toward increasing performance in Ninth Grade Literature.

Between which subgroups is the achievement gap closing?

The achievement gap is closing consistently between the total student body and the Economically disadvantaged. The gap is closing also with the Students with Disabilities in the areas of American Literature, Physical Science and Economics. The gap is closing with the English Language Learners in the areas of Ninth Grade Literature and Physical Science.

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

American Literature and Ninth Grade literature scores are consistently higher than all other subjects at our school.

Areas in Need of Improvement

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

The areas below the expected level of performance include Coordinate Algebra and Analytic Geometry.

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

Math scores on have not improved significantly over the past three years. State assessments and curriculum have changed which appears to have an affect on our scores. In addition Biology is showing a negative trend in performance.

Which area(s) indicate the overall lowest performance?

Analytic Geometry and Coordinate Algebra scores are the lowest scores.

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

Students with disabilities show a decrease in performance in Ninth Grade Literature, Biology and US History. The Economically Disadvantaged show a decrease in Biology. The English Language Learners show a decrease in Biology.

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

The achievement gap seems to be increasing between the total school body and the English Language Learners.

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

Our math scores are consistently lower performing in all of our data sources.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.25
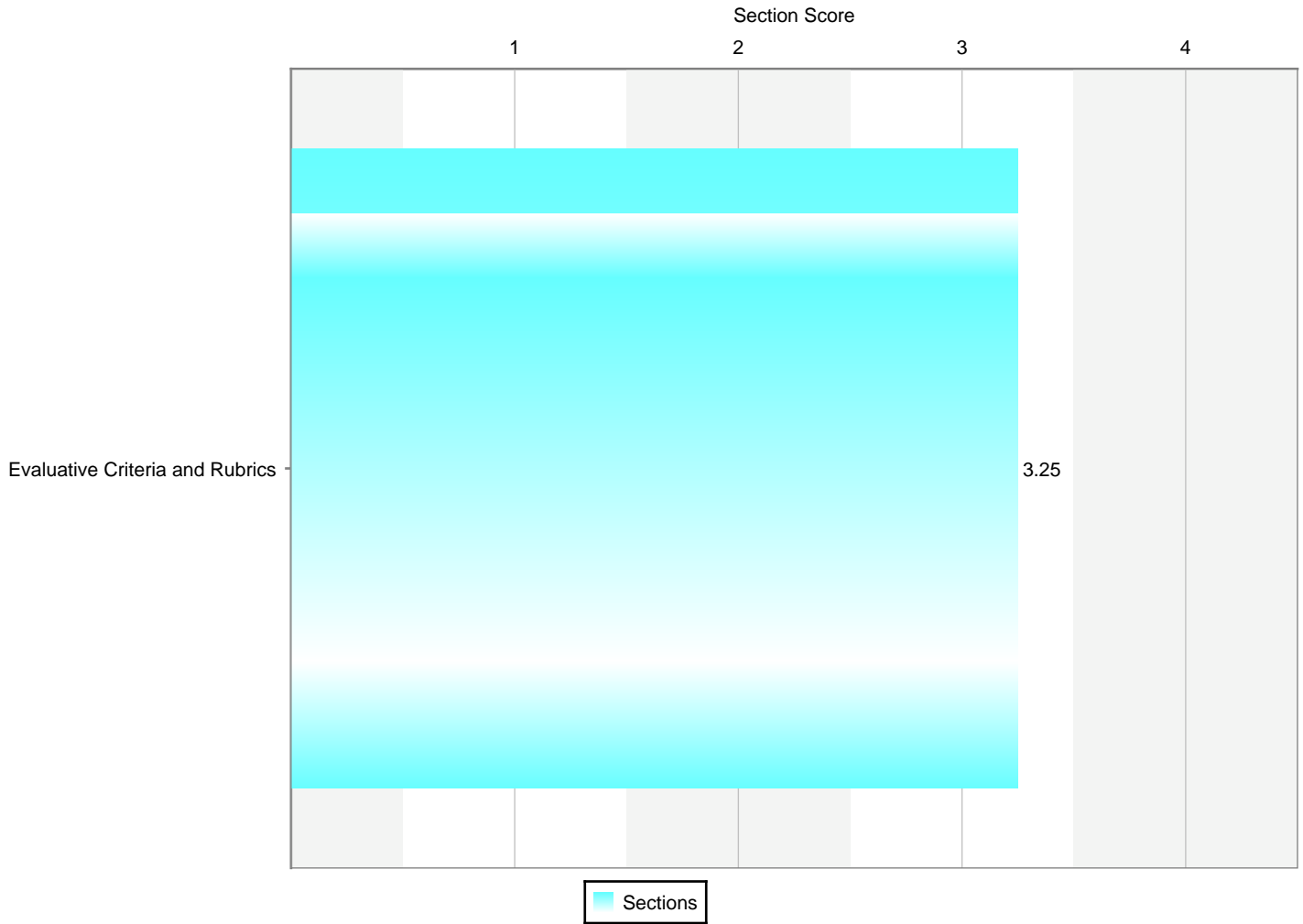
Sections

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		School Improvement plan 14-15