Accreditation Report

R.W. Johnson Comprehensive High School

Hall County School System

Mr. Stan Lewis, Principal
3305 Poplar Springs Road
Gainesville, GA 30507

TABLE OF CONTENTS

Executive Summary

Self Assessment

Stakeholder Feedback Diagnostic

Student Performance Diagnostic

AdvancED Assurances

Executive Summary

Introduction

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

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

Description of the School

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

  Robert Wood Johnson High School, home of the mighty Knights, was founded and built in 1972 on land donated by the Johnson and Johnson Corporation, on the condition that the school be named after Robert Wood Johnson Jr., owner and CEO of the company, and world known philanthropist. Johnson High School is located in the city of Oakwood, less than one mile off of interstate 985, exit 17.

  Despite being one of the older facilities in the Hall County School System, JHS is well-maintained and clean. Built in the early 70's with two out door courtyards and lots of large glass windows, the school building has character and appeal. Many upgrades and remodeling projects have been completed in the past five to seven years. In 2012, the media center was renovated and a new computer lab was added. The following summer, air conditioning was installed in the main gym. And most recently, in the summer of 2013, the cafeteria was extended in order to double its size and house more students. Additionally that summer, security doors were added to the front of the building to better monitor foot traffic in and out of the school. There are future plans to continually improve upon the facility. The Performing Arts Center and Football Stadium are slated for improvements.

DEMOGRAPHICS

Prior to 1989, JHS was the only public high school in southern Hall County. Since 1989, however, two new high schools have been built in the area, indicating a significant increase in population for southern Hall County. With the advent of West Hall High School and Flowery Branch High School, district lines were redrawn, and the demographics of Johnson High School began to change. The chart below shows trends for the past 4 years:

Ethnicity 2009-10 2010-11 2011-12 2013-14

White 37.2% 36.6% 34.3% 31.4%

Hispanic 50.8% 52.3% 54.7% 58.1%

Afr. Am. 7.5% 6.   1%   5.7%   5.4%

Asian 3.4%   3.8% 3.8% 3.3%

Other 1.1%   1.2%   1.5%   1.8%

Sub Group Data For the year 2014:

Minority 68.70%

EL-Monitored 3.50%

Economically Disadvantaged 69.22%

Special Needs 13.00%

ESOL 11.00%

Gifted 10.29%

STUDENT POPULATION

Johnson's student population continues to grow, as is evidenced by the full classrooms and the ten portable "learning cottages" surrounding its perimeter. Presently, Johnson boasts a student population of over 1,300 students, making it the second largest high school in the Hall

County School District behind Flowery Branch High School. Projections for the 2014-15 school year have the JHS student population at approximately 1420. The chart below indicates our growth trends for JHS:

School Year Student Population

2009-10	1072
2010-11	1140
2011-12	1169
2012-13	1227
2013-14	1302

FEEDER SCHOOLS

One middle school, South Hall Middle, feeds into JHS. Three years ago, the middle school was relocated five miles to the south of JHS to make room for the new charter school, The Davinci Academy. With 80 students per grade level, The Davinci Academy is right next door to JHS, and many of its students transition to the high school after the eighth grade. Some students, however, transition to the high schools for which they are zoned based on their residence.

There are seven elementary schools that feed into South Hall Middle, and in turn, feed into JHS. The percentages of students from each elementary school who attend South Hall Middle and then Johnson are as follows: Myers--27.4%, Sugar Hill--10.9% , WLA--0.8%, Chicopee Woods--24.5%, Lyman Hall--8.2%, Chestnut Mountain--20.8%, and Martin--7.2%. Establishing a sense of Knight pride in our elementary school students has been a challenge because no one school has sole allegiance to JHS.

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.

JOHNSON HIGH SCHOOL MISSION

The mission of Johnson High School is to empower students to be independent, responsible twenty-first century citizens equipped by a rigorous, challenging curriculum in an environment conducive to learning. To accomplish our mission, Johnson High School will implement steps in the following areas:

1. I. Student Empowerment
2.   A. Recognize students who internalize and exemplify the Knights Creed.
3.   B. Utilize the full capabilities of Infinite Campus to help students and
4.   parents direct students' academic success.
5.   C. Offer further opportunities for students to join organizations in which
6.   they are interested.
7.   D. Participate in contests, competitions, and any venues where students are
8.   encouraged to measure their abilities against those of their peers.

1. II. Curriculum

   A. Promote a culture where all students are encouraged to delve into a

      rigorous and challenging curriculum.

   B. Increase the availability of rigorous classes like Advanced Placement

      and IB classes.

   C. Implement across the curriculum reading, writing, and critical thinking

      skills promoted by Common Core Georgia Performance Standards.

   D. Continue to improve teacher scores on the technology matrix and insure

      that all students are able to employ technological tools available to them.

E. Utilize technology to develop products reflective of real-world situations.

1.III. Facilities

A. Seek support from the county to insure that facilities are modified and

   updated as needed.

B. Explore new and innovative ways to deliver course content to accommodate

   increasing numbers of students.

C. Increase the number of laptops and zooms.

D. Explore ways to provide technology for students who might not otherwise

   have access at home.

JOHNSON HIGH SCHOOL MISSION/ VISION

The mission of Johnson High School is to empower students to reach their full potential as lifelong learners and effective members of society by inspiring them to be Honest, Respectful, and Personally Responsible.

JOHNSON HIGH SCHOOL VISION

The stakeholders of Johnson High School envision our school as a place where students are encouraged to use their talents to make a positive difference. At the heart of our vision are three keys: Student empowerment, a rigorous, engaging curriculum, and an environment conducive to achieving success.

JOHNSON HIGH SCHOOL VISION STATEMENT

Lead with Character, Follow The Creed: Learn … Grow … Achieve

All students and faculty members are expected to follow the Knights' Creed,

The Knights' Creed

1. Be Respectful.
2. Be Honest.
3. Be Personally Responsible
4. You are Blessed with Talent; Use it to Make a Positive Difference.

CURRICULUM AND INSTRUCTION

Six years ago, Johnson implemented an International Baccalaureate Program of choice for students throughout Hall County. To prepare students for the rigor of the IB curriculum, In 2010-11, JHS developed the JISA (Johnson International Scholars Academy), a competitive school of choice for ninth and tenth graders that--similar to the IB program--exposes students to a rigorous curriculum with a global perspective. The JISA curriculum is an accelerated interdisciplinary program with an emphasis on authentic student work product. Students are accepted after going through a very competitive application process.   This program has increased from 75 to 100 ninth grade students and has had a waiting list for the past two years. JISA has increased the pool of IB diploma and certificate candidates, as well as prepared students for challenging upper level AP courses. The chart below shows growth trends for both the JISA and IB programs.

	JISA 9	JISA 10	IB 11	IB 12
2014	101		61	63	35
2013	73	89	42	33
2012	80	70	33	25

In addition to the IB program, students can select from a variety of AP courses:

AP Literature
AP Language
AP Spanish
AP Calculus
AP US History
AP Statistics
AP Psychology
AP Human Geography
AP Environmental Science

Only eighteen percent of our JHS students pursue a four year degree. Seventy-five percent were interested in an associate degree, a technical degree or seeking immediate employment. Using the Bridge Bill as our guide the Leadership Committee has recommended major changes in our career tech department. There is now a focus on career tech classes that lead to industry work ready certification. Since bilingual medical workers are the number one most sought after workers in Hall County, we dropped cosmetology and added the Therapeutic Services- Med Services pathway last year. We have also increased students taking Spanish for Native Speakers so they will be truly bilingual. Other changes include exchanging the Interior Design Pathway for Early Childhood Education. Our business pathways offer Microsoft IT certification. In addition to these and our other pathways on the JHS campus, almost 100 of our students are transported two miles away to attend classes at Lanier Career Academy. We are piloting a construction course that will allow students to obtain both geometry and construction credit. We also have a strong work based learning program that allows students to earn credits while learning valuable soft skills and real life work experience.

Career Pathways at JHS include:

Banking
Construction
Administrative Support
General Medicine

Information Technology

Early Childhood Education

Audio Video Technology and Film

Graphic Design

In addition to its two programs of choice, Johnson has strong regular, special, and ELL educational programs with emphasis on rigor for all students. There are inclusion classes and two self -contained special education classrooms. Johnson also has sheltered ESOL classes in each of the core academic courses.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

In 2012-13, JHS began putting extra effort toward preparing ninth graders for a successful four years. One-third of our ninth graders were scheduled on teams with teachers who had common planning periods. At the end of the year, the failure rate for 9th graders who were not on teams was two-thirds higher than those who were on a team. As a result of this information, in 2013-14 year all ninth graders are on teams with the same core academic teachers who meet during a common planning period. Two of those teams have a co-teacher that travels with the team of students.

Johnson has also taken initial steps to capitalize on its student body's overwhelming bilingual capacity. Cross curricular-efforts are being made to improve students' Spanish and English communicative skills with real world application--especially within the context of the medical field (via our Health Care Science courses and ELA courses). Although only in the beginning stages, we are excited about the possibilities and the collaboration among staff members.

Additional Information

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

JHS has worked very hard over the last three years establishing a culture of excellence built around the Knights' Creed. We have purposefully limited reference to school rules in favor of asking, "How does our behavior comply with the Knights' Creed?" We believe this shift has helped to create a climate of excellence and pride for our students and that they are learning to take ownership for their learning, their behavior, and their school spirit. We firmly believe that if the character piece is in place first, student achievement will follow.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

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 school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •Knights Creed, differentiation PLU, JISA/IB/AP, migrant, LCCA, HOPE program, ESOL sheltered,	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 documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process 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 •Posted lesson plans, Differentiation PLUs, RtI process, TKES, Collaborative planning	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.

Johnson's guiding principles are embodied in the Knight's Creed. It has infiltrated the entire environment here. This has led to a commitment of high expectations shared by all stakeholders. The teaching and learning environment is one of continual growth aspiring to a commitment of excellence in character and academic standards. This is sustained daily by all stakeholders (teachers, students, and community) focusing on the Knight's Creed as our standard. Subject area collaborations and the next extended PD in assessment will help us to maintain our strengths in this area.

While we feel very strong about our gains in this standard, we see areas for needed growth. Our ability to monitor and show growth for every student is a work in progress. We use SLOs, EOC's, Failure Google Docs , district summatives, Progress Monitoring Reports for sped and ELA, Mastery Connect and tests that are standard based to monitor student progress. We group students in ninth grade teams with teachers who have common planning periods to monitor student behavior and grades. These and other strategies will continue to improve student success.

Standard 2: Governance and Leadership

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

Overall Rating: 2.67

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

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Governing body training plan •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings • Hispanic Parent Outreach TOTY meeting minutes	Level 3

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 make some decisions and take some actions toward continuous improvement. They expect all students to be held to standards. Leaders and staff express a desire for collective accountability for student learning. School leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan •Knight's Creed SIT minutes School council minutes Knight Talks Junior/senior presentations to 9th graders Principal's back-to-school letter	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	•Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan •Campus messenger Signage throughout building including website Social Media	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •Representative supervision and evaluation reports •Documentation of subject area/ ninth grade team meetings Professional development focus of differentiation based on teacher input	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.

At Johnson High School the focus of the criteria and processes of supervision and evaluation has improved professional practice and, in turn, improves student success. As an example of such improvement, we had to look no further than our recent year's focus on differentiation. This focus was spotlighted after a staff survey revealed the need for professional development on differentiation, one of the ten TKES standards. As a result, our professional learning for the past year was differentiation practices and strategies. Both staff and leadership have improved professional practice and student scores through the implementation of differentiation in the high school classroom.

We continue to search for ways to communicate with and engage our Hispanic families; that this is a weakness is no secret. We are also working toward bolstering our efforts of "getting all stakeholders on the same page" by turning to the Knights Creed that embraces our culture of honesty and personal responsibility into something that not just the students must be measured by but also the staff and leadership. Signage throughout the building is evident and we have recently added the creed to websites, the morning announcements, and periodic newsletters. Our faculty t-shirt this year says, "Protect the Creed."   Last year the principal began a series of Knight talks that expand on the principles of the creed in a concrete way. More recently we have upperclassmen working with freshmen to present some of the tenets of the Knight's Creed and general standards and expectations at our school. Before school began, our principal challenged the faculty to embrace the creed as they engaged with our students day by day and lesson by lesson.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 2.92

Indicator	Statement or Question	Response	Evidence	Rating

3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Survey results
			
			•Lesson plans
			
			•Learning expectations for different courses
			
			•Posted learning objectives
			
			•Representative samples of student work across courses
			
			•Course schedules
			
			•Enrollment patterns for various courses
			
			•Course descriptions
			
			•.
			     Math Support
			     Read 180
			     Reading
			Enrichment
				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.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	•Curriculum guides •Common assessments •Surveys results •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum • share.hallco.org - Math Summative SLOs Benchmarks for Math ELA PMIs Posting of Lesson Plans SPED Progress Monitoring GAR2C vertical alignment documents (attach) Collaborative planning document	Level 2

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 •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Findings from supervisor walk-thrus and observations •Surveys results •Interdisciplinary projects •Canvas - student collaboration Websites - School, Teacher Technology - computer lab schedule Mastery Connect Use of new technology - WebAssign Carneige Online Learning Edgenuity New projectors Google Drive	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 formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs •. Mentor/Mentee Program . Department Chairs . Peer Observations . Standards/Lesson Plans . TAPP teachers . Professional Development	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Agendas and minutes of collaborative learning committees •Survey results •Examples of improvements to content and instructional practice resulting from collaboration •Master Schedule Planning Period Meetings Department Meetings Subject Area Meetings 9th Grade Team Meetings IB/JISA meetings World Literature Google+ community EOC course Common Planning SLO scoring and norming for World Literature	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.	•Examples of learning expectations and standards of performance •Survey results •Samples of exemplars used to guide and inform student learning •Posting of Lesson Plans (link) Posting of EQ and Standard in every room Rubrics Use of exemplars	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.	•Records of meetings and walk thrus/feedback sessions •Survey results •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •Mentor/Mentee Program Professional Learning Technology Tips Pre/Post Planning meetings New Teacher Quick Reference Guide	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, implemented, and evaluated. Families have multiple ways of staying informed 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 •Hispanic Parent Nights Newsletter (link) Good News Cards IB Parent night IEP meetings and Progress Reports Infinite Campus - Contact Log and Grade reporting Teacher websites and emails Graduation Coaches Parent/Teacher conferences Messenger system	Level 4

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 •Description of formal adult advocate structures • Counseling and Graduation Coach 9th grade teams IB and JISA Mentors for EE RTI Mentor Program through Centerpoint SPED case managers GAcollege411 EL Sheltered teachers Changes to Student services	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Evaluation process for grading and reporting practices •Sample report cards for each grade level and for all courses •Policies, processes, and procedures on grading and reporting • ELA and Math county summatives SLOs SPED written expression PMIs Posting standards/EQ/Lesson Plans Grade posting deadlines Each course has consistent grading percentages	Level 3

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
			
			•Survey results
			
			•Brief explanation of alignment between professional learning and identified needs
			
			• PDInFocus
			     Peer Observations
			     Professional Learning on Differentiation
			     Technology Tips
			     Teacher survey about Differentiation year-long PL
			     TKES stats
				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 •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students •Resource classes- ONET ; EL, IB,JISA,AP; 9th grade teams, WBL, RTI, CTI, Migrant Students, Math support, WIDA, MOWR, CR, Read 180; Reading Enrichment; Rosetta Stone, Master Schedule IC flags ; Programs of choice	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.

For the teaching and assessing for learning standard (indicators 3.1-3.12), Johnson High School demonstrates mostly strengths. Our students are the center of every decision we make and drive our need for improvement. Teachers collaborate to create and provide an equitable curriculum, diverse instructional strategies, coordinated learning supports, and parent engagement in the education process of their children.

To maintain the effectiveness of our teaching and learning, teachers reflect on instruction during ongoing collaboration time. Teachers meet by subject area to align their goals, consider differentiation strategies, plan assessments, norm their assessment scoring, and analyze assessment data. Veteran teachers mentor novice teachers through peer observation to help them develop effective instructional and classroom management strategies for their students. As a faculty, we meet once a month during planning periods with our administrators to discuss school wide and state initiatives, protocols, TKES, and student data reporting. We consistently seek progressive, researched instructional methods such as our year-long study on differentiation to support instruction and students in their learning of new and challenging concepts. We are iterative and flexible in our approaches to teaching and leading, using data to guide our path as often as possible and we are becoming increasingly more perceptive of how data can inform our decision making. Teacher leaders have emerged across content areas and serve a variety of purposes: data experts, statistical gurus, think-tankers, tech savvy experts, and instructional coaches all support the leadership vision of Johnson. Communication travels purposefully so that no teacher, paraprofessional, receptionist, or custodian is left unaware of the vision, the purpose, and the methods of Johnson High School. Additionally, we engage our parents in the instructional process by reporting grades through our online student information system and monthly school events such as Hispanic parent meetings to support our increasing Hispanic population.

This ongoing collaboration process has encouraged us to identify areas of strength as well as weakness. An area our school would like to strengthen is monitoring and adjusting curriculum, instruction, and assessment (3.2). While many efforts are currently underway to solidify these processes, there is room for improvement. We will continue to seek methods to facilitate an increased amount of common course

planning, pacing, and assessment. Our goal is to create more meaningful assessments that will help us better understand our students' needs. Thoughtful and intentional scheduling and implementing electronic collaboration methods like Google Hangouts and Google+ will help us to reach this goal by increasing teacher communication time. Also, educational technology like Canvas and Mastery Connect can help us track student mastery of standards.

Another area our school would like to strengthen is ensuring every student is well known by at least one adult advocate (3.9). Our teachers, counselors, coaches, and club sponsors have done a tremendous job to support specific fragile groups in our population, notably our EL and SPED students. Six years ago, we obtained the IB diploma programme and we also worked to strengthen our ideals and goals for our AP courses. These two advanced programs allow us two layers of courses and supports for our most exceptional learners. Each of these programs, IB, AP, EL, and SPED, has an adult advocate, coordinator, and supporting team of teachers focused on every student's needs. What stands out is our middle group of regular education students. Over the past few years, more and more constraints have prohibited us from addressing the needs of this group through a regularly scheduled advisement program. Furlough days and inclement weather days all factored in to a loss of instructional time within the school calendar. Faced with the dilemma between implementing an advisement or instructional time, we felt strongly that instructional time took precedence. Our current challenge is to find the best method to serve this "middle" population. We are actively exploring options like re-implementing regularly scheduled advisements, lowering the student-to-counselor ratio, and increasing the number of paired academic courses like World Literature with World History in order to strengthen the team concept and communication between teachers about a particular group of students.

Our faculty will continue to look to their strengths in order to better support their weaknesses within the standards for teaching and assessing for learning. Given the amount of teacher leaders in our building and our collective desire to challenge students while meeting all of the needs of their educational experience, we are confident that we will develop effective solutions.

Standard 4: Resources and Support Systems

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

Overall Rating: 2.71

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical 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 •Assessments of staffing needs •Documentation of highly qualified staff •1. FTE Documentation 2. Endorsements- ESOL, Gifted 3. TAPP 4. Registration Number Report 5. Mentor/Mentee Program	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar •1. Schedules 2. Subject Area Budget 3. Master Schedule 4. School Calendar 5. Partners in Ed	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 •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes •1. Emergency/Crisis Plans 2. Work Orders 3. Custodian expectations 4. Full time nurse 5. CPR training to staff	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.	•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 •1. Infinite Campus 2. School Website- social media 3. School Media- tv's in cafeteria and lobby, marquee, Knight News 4. Principal Media- Newsletter, morning/afternoon announcements, Twitter 5. Hallconnect/Google Drive	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 most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	•Survey results •1. District Technology Plan 2. New projectors 3. New copiers/printers 4. Lab/laptops sign up 5. Technology Tips	Level 2

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 •Survey results •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students •1. Clubs 2. Knight Talks 3. Silent Knights 4. Student Services Personnel	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 •Survey results •Description of IEP process •Description of referral process •1.Counseling/Academic Advisement 2. ESOL Parent Night 3. SPED transition plans 4. Visits to college campuses 5. Individual Senior Conferences	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.

Johnson High School has high expectations for providing and maintaining support services for all students, while protecting instructional time. One of our strengths is the collaboration we have with staff in the maintenance, health, and safety of our school, specifically with the custodial staff, the school nurse, and the school emergency preparedness team. In addition, our qualified personnel maintain a plethora of media and information resources, including print, electronic, and social media. These are continually maintained by designated staff members. Johnson High School cultivates relationships with several outside organizations that support our vision and purpose. Our Student Services, Special Education, and ESOL staff, along with other stakeholders work diligently to provide for the physical, social and emotional needs of our students through community events, individual education plans, college and career planning, and counseling. Material and fiscal resources are consistently used in such a way to support the instructional purpose of Johnson High School, which is student learning and achievement.

While we believe we are strong in many indicators under Standard 4, there are areas where we seek improvement. We would like to increase our students' access to and basic knowledge of computers and computing skills. Budget and instructional time constraints are obstacles to achieving this goal. With the increase of jobs requiring technology skills and the advent of mandated online testing for EOC's, this has become a priority. While all of our Johnson High School teachers are highly qualified educators, our goal is to increase our rate of teacher retention. We have instituted a new teacher mentor program, as well as more frequent administrator observations to support our new staff.

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: 2.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•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 •Evidence that assessments are reliable and bias free • Common assessments in Science, ELA, History, Math SPED progress monitoring ACCESS for EL . ELA PMIs	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	•Survey results •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 • IB scores CCRPI data analysis SLDS Data Analysis Document (in house monitoring)	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •a. Professional Learning on SLDS b. Professional Learning on Growth Models	Level 2

| Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Student surveys •Agendas, minutes of meetings related to analysis of data •Evidence of student growth •Evidence of student success at the next level •a. Growth Models b. SLDS c. IB scores and trends d. AP scores and trends e. Pathway completer trends	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups •a. Newsletters b. School council c. JHS social media d. Good News Cards e. Faculty meeting agenda	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.

Narrative: There are several areas of strength for Johnson High School . There is a student assessment system in place that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. Professional and support staff 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. Most professional and support staff members are trained in a professional development program related to the evaluation, interpretation and use of data.The school engages in a process to determine verifiable improvement in student learning, including readiness at the next level. Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.

Report Summary

Scores By Section

Section Score
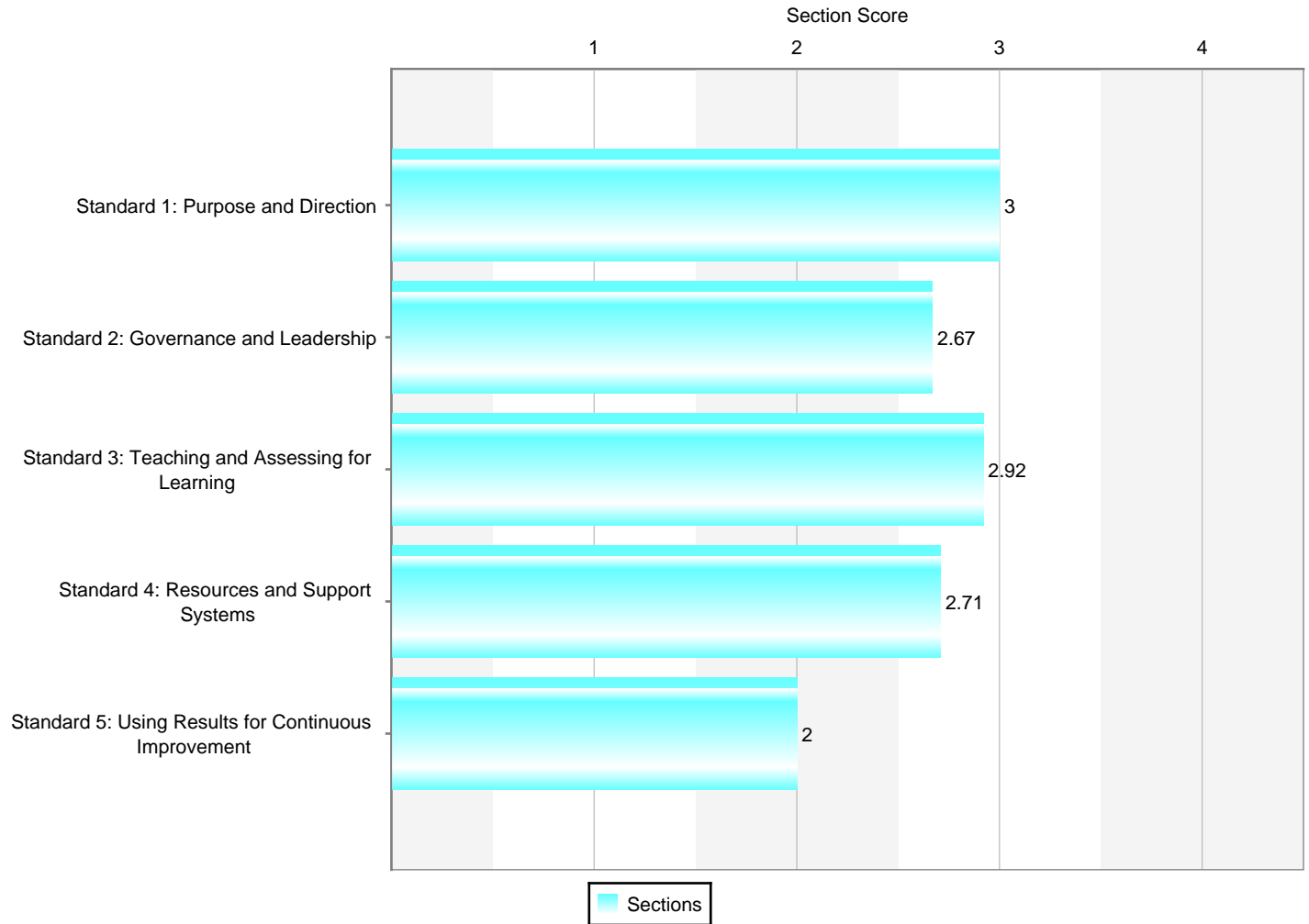
Sections

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 involvement in improving Planning Johnson Stakeholder Feedback Document

Evaluative Criteria and Rubrics

Overall Rating: 2.5

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

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

Areas of Notable Achievement

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

In reviewing the data collected from the surveys, Johnson High School received its highest marks from parents and students.

The highest mark from all surveys was from the Parent Survey with regard to Standard #1 (Purpose and Direction), which rated an average score of 4.07. Various methods are used to communicate the school's vision and mission to its stakeholders: social media, school website, school council, signage on campus, announcements, and daily conversations with parents. The foundation of both the vision and mission of Johnson High school is the Knights' Creed, which is a part of the culture of Johnson High School. The Knights' Creed: Be Respectful, Be Honest, Be Personally Responsible; You are Blessed with Talent; Use it to Make a Positive Difference.

Standard #4 (Resources and Support Systems) also received a high mark on the Parent Survey, scoring an average mark of 4.04. Johnson High School is pleased with this result, as the school has felt it needed more personnel in the students services department in order to meet the needs of a growing student population.

Student Survey results correlated somewhat with those of the Parent Survey. Standards #1 and #3 also received higher marks than other standards. Purpose and Direction had an average score of 3.95, and Resources and Support Systems received an average of 3.86. The second highest mark on the Student Survey was for Standard #2 (Governance and Leadership), which had an average score of 3.9. Johnson High School feels that its daily articulation of purpose and direction through The Knights' Creed, along with a supportive faculty and staff, contributed to these marks.

Overall, survey results from parents and students were, on average, higher than results from the Staff Surveys. Staff survey results held an average of 3.04 across all five standards. The Johnson High School Administration believes this to be the result of the fact that teachers are "in the trenches"--on the front lines where all the action/learning takes place. Of all Johnson High School stakeholders, faculty and staff know better than anyone the school's areas of strength and those that need improvement.

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

There appears to be increasing satisfaction from stakeholders with regard to the school's purpose and vision.

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

An acveragel parent rating of 3.99 from the parent surveys is somewhat consistent--with regard to general satisfaction--with surveys given in past years at JHS. However, this is the first time that the Advanced Ed stakeholder survey has been administered.

Areas in Need of Improvement

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

As mentioned previously, scores from the Staff Surveys were lower than those of the students and parents. Careful analysis of indicators from each standard reveals needed improvement for Standards #3 (Teaching and Assessing for Learning) and #4 (Resources and Support Systems). Standard #5 (Using results for Continuous Improvement) was also identified as an area in which Johnson High School can improve.

Indicator 3.6 addresses teachers "implementing the school's instructional process for student learning," and held an average mark of 2.0. Although certain instructional expectations and practices have been stated, more emphasis and supervision of such practices is needed. Just as the school's purpose and direction are articulated daily, so must the expectations for instruction be conveyed.

Indicator 3.9 had an average score of 2.8 on the Staff Surveys. Although a mentor/mentee program does exist and does serve many of our at-risk students, a "formal structure whereby every student is well known by at least one adult advocate in the school" does not currently exist at Johnson High School. Our school currently has 2 full-time counselors, 1 full time graduation coach, and one newly added half-time graduation coach. Collectively, this guidance department serves roughly 1430 students. The 2 counselors have caseloads in excess of 700 students, while the graduation coaches assist seniors and at-risk students. This makes it extremely challenging to have a formal program that provides an advocate for every student in the building. Options outside of the guidance department should be explored. Currently, through a non-profit organization called Center Point, Johnson High School is seeking to enlist the assistance of businesses in the community to expand its mentor program. Additionally, the school is developing a plan to have upperclassmen guide and advise freshmen on how to be successful at Johnson High School.

Staff Surveys also indicated needed improvement for indicator 4.1, 4.2, and 4.5 under Resources and Support Systems. A struggling economy has led to budgetary restrictions, which in turn has had an impact on the teacher student ratio at Johnson High School. Larger class sizes may be the result of a lower staff response for indicator 4.1, which addresses having qualified staff members "in sufficient number." That indicator had an average of 2.8.

Indicator 4.2, which addresses whether there are sufficient resources such as instructional time, materials, and funding had an average score of 2.8 also. As the state of Georgia continues to move forward with its new teacher evaluation system (TKES), teachers are increasingly being asked to do more than instruct students. And, as mentioned previously, a struggling economy has forced schools to do more with less. We believe this contributed to the low rating for this indicator. Johnson High School must continue to work with the school system to identify innovative methods to improve its efficiency and to provide teachers with the resources they need to meet our students' needs.

The Staff Surveys also revealed that staff members feel that the technology infrastructure could be improved to support student learning. This indicator, 4.5, received an average score of 2.9. Four years ago Johnson High School received an influx of technology from the school system in order to support student learning, and teachers have worked hard to integrate that technology into their instruction; however, with the rate at which technology advances, it is probably time to examine possible upgrades.

Finally, a critical area that Johnson High School needs to examine is training staff members to analyze, interpret and make instructional decisions regarding student achievement data (indicator 5.3). We have key people on staff who are adept in this area, but in order to truly allow the collaboration process to be beneficial, more teachers must learn how to interpret data. Often, and with good intentions, the

administration has directed departments to work together to analyze data and develop strategies, not realizing that many teachers were unclear on how to go about the process. Using results for continuous improvement is key to school improvement; therefore, Johnson High School must explore professional development that will assist teachers in this area.

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

Some indicators under Resources and Support Systems on the Staff Surveys indicate teachers' frustration during challenging economic times.

What are the implications for these stakeholder perceptions?

Overall, our stakeholders' perceptions--particularly those of students and parents are good. The lower scores on the staff surveys, although not poor, are in our opinion more realistic. There was a lot of variance in scores across all five standards (average of 3.04), but careful examination of indicators already mentioned in this document point to areas of needed development. Based on the survey results, we feel the following areas should be explored/addressed: expanding the mentor/mentee program; developing uniformity with staff members regarding the instructional process; providing professional learning regarding how to analyze data; exploring alternative ways to provide teachers and students with needed materials; and upgrading the technology we place in hands of teachers and students.

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

Outside of state mandated principal evaluations from staff members and student evaluations of teachers, no other formalized survey has been given to staff and students until now.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 2.5

Sections
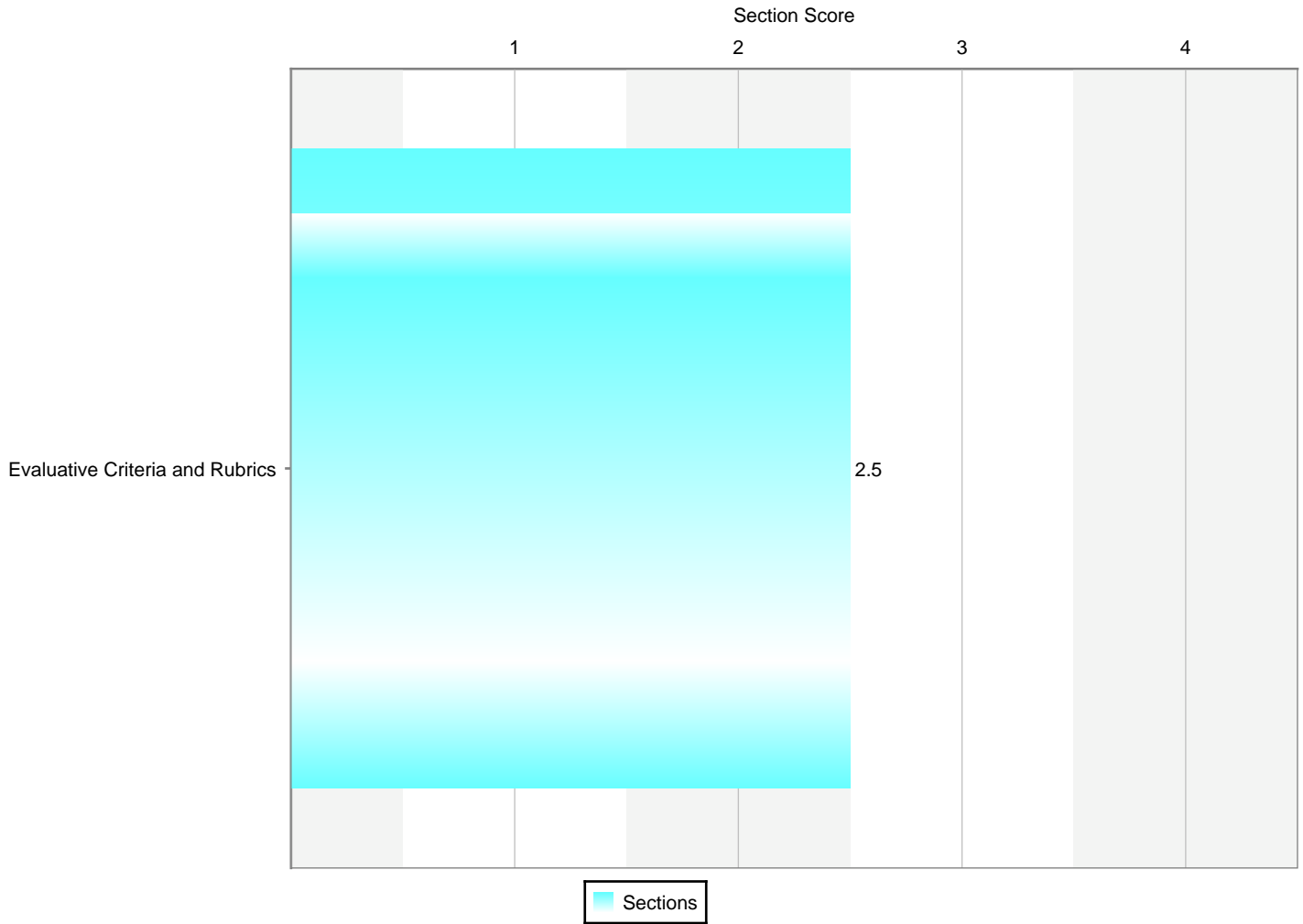
Student Performance Diagnostic

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 JHS

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	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 demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

American Literature EOCT pass rates are almost twenty percent higher than the Lit 9 EOCT scores. Our EL department and our English department make huge gains in the two years between these courses:

EL Lit 9 *27.9--- Am Lit 43.8; ED Lit 9 64.2-- Am Lit 85.7; SWD Lit 9 44.4--Am Lit 60.0

*will adjust the Lit 9 numbers when CCRPI data includes 8th grade Lit 9 scores

US History pass rates show a positive trend. Under the leadership of Mrs. Tana Hayes (the district leader in US History scores) Hispanic subgroup pass rates have increase 20 % in two years. SWD have increased 12%. All subgroups except EL met or exceeded the CCRPI target. Subject area monitoring shows an increase in SWD scores for this year, as well.

Economic scores for SWD closed the achievement gap, -10.2 to -4.9% from their target. The Econ pass rate increased in each subgroup except for white, which remained the same.

Biology Hispanic gap is closing; -8 from target in 2013 to -5.5 in 2014. EL and ED subgroups also showing a positive trend for the past two years.

EOCT pass rates in physical science have increased significantly over the past 4 years. JHS changed the order of the curriculum for the average and low performing student (from physical science- biology--science elective to environmental science-biology-physical science-chemistry). This along with changing teachers and a strong focus on the standards has resulted in an increase in all subgroup passing rates. Almost all subgroups in physical science met their target scores.

IB diploma student numbers have grown from 25 in 2012 to 59 in the class of 2015. English, history and Spanish scores are the highest. Our diploma rate has been the highest in the district for the past two years. 72% in 2013; 63% in 2014.

CTAE: Our pathway completer pass scores have increased from 46% to 62 % from 2013-2014. This is a relatively new test, so long term data is not available.

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

American Literature, physical science and US History all show positive trends in performance. White students still show the highest pass rates in all subjects. ED students which represent almost 70% of our population met their CCRPI goal or showed significant improvement in these subjects. The subject area tests that take place (Am Lit, US History, Physical Science) two or more years after students arrive at JHS show significantly increased pass rates than do the tests students take in 9th or 10th grade.   Fifty percent of our 9th grade EL students process out of EL after completing their 9th grade in sheltered classes. JHS student band growth on Access Tests is higher than the state or district results for the past five years.

Which area(s) indicate the overall highest performance?

As mentioned above, American Literature EOCT pass rates are almost twenty percent higher than the Lit 9 EOCT scores.

EL Lit 9 *27.9--- Am Lit 43.8; ED Lit 9 64.2-- Am Lit 85.7; SWD Lit 9 44.4--Am Lit 60.0

US History pass rates are one of JHS's notable achivements. . As previously indicated, Hispanic subgroup pass rates have increase 20 % in

two years. SWD have increased 12%. All subgroups except EL met or exceeded the CCRPI target. Subject area monitoring shows an increase in SWD scores for this year, as well.

EOCT pass rates in physical science have increased significantly over the past 4 years. JHS changed the order of the curriculum for the average and low performing student (from physical science- biology--science elective to environmental science-biology-physical science-chemistry). This along with changing teachers and a strong focus on the standards has resulted in an increase in all subgroup passing rates. Almost all subgroups in physical science met their target scores.

IB diploma student numbers have grown from 25 in 2012 to 59 in the class of 2015. English, history and Spanish scores are the highest. Our diploma rate has been the highest in the district for the past two years. 72% in 2013; 63% in 2014.

CTAE: Our pathway completer pass scores have increased from 46% to 62 % from 2013-2014. This is a relatively new test, so long term data is not available.

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

For US History: Hispanic, SWD, and EL.

Biology: Hispanic, EL, ED

Between which subgroups is the achievement gap closing?

Economic scores for SWD closed the achievement gap, -10.2 to -4.9% from their target. The Econ pass rate increased in each subgroup except for white, which remained the same.

Biology Hispanic gap is closing; -8 from target in 2013 to -5.5 in 2014. EL and ED subgroups also showing a positive trend for the past two years.

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

Generally speaking, 9th grade literature scores are consistence with 8th grade ELA CRCT scores.

Areas in Need of Improvement

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

Math for all subgroups. This seems to be a state wide trend as well.

In biology, SWD and EL students' scores decreased.

IB math and science scores were lowest.

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

Math. All EOCT scores were below state benchmarks.

Which area(s) indicate the overall lowest performance?

Math continues to be a challenge at JHS. Our students come to us weak in math (in 2012 one-third did not pass the math CRCT in 8th grade) and two-thirds of that cohort failed the Math 2 EOCT by the time they were 10th graders. The changes in math curriculum along with the increase in second language students presents many obstacles in teaching and in student learning.

Our EL students score the lowest in almost each test area, but show the greatest gap closure after one to two years at JHS (although this isn't evident in EL data since 50% of our EL students exit out of EL after their first or second year).

All subgroups in Lit 9 including "white" and "all " failed to meet their target goal by 20% in Lit 9. Our pass rate for "all" has dropped from 87.4 in 2012 to 64.9 in 2014. Seventy percent of our student body are minorities; sixty percent come from non-English speaking households.

One hundred and seventy students take Lit 9 in the 8th grade, so the weakest two-thirds of the 9th grade class are in Lit 9 at the high school level. For the past two years, no students exited the EL program from 8th grade to 9th grade. Our special education population increases each year, as well.

The new Coordinate Algebra was taught for the second year last year; our pass rate for "all" increased from 30% to 38% but no category was outstanding. EL students decreased from a 10.6 pass rate to 7.7. Being a second language learner is becoming a greater (negative) factor in common core math where more language is involved.   There are no CCRPI targets for CA.

Last year was the first year for the new Analytical Geometry. Our pass rate has decreased from 46.9 % 2012 (math 2) to 15.6% 2014 (New AG). All groups show significant decrease. The gap in white scores is more significant than in any other subgroup (72.7 pass rate (2013) to 18.6 (2014).

Biology- SWD and EL students show a 20% decrease in the pass rate from 2013 to 2014, while the pass rate for "all," "white," and Hispanic show increased pass rates.

We have not been able to increase our AP pass rate of 44% since 2010. Our IB program started 7 years ago and has depleted our pool of candidates for AP courses. In the past two years we culled our AP classes and now offer only AP courses that do not compete with IB offerings. AP scores ranged from a 44%- 30% pass rate of 3 or higher over the last 5 years. The increase from 30% total students higher than 3 in AP to 41% last year is a reflection of our 100 advanced 10th graders who are IB candidates taking AP Human Geography with a 67% pass rate.

IB- science and math have the lowest pass rates.

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

EL students, particularly in the area of math.

All sub groups for 9th grade literature.

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

EL students and white students. But it should be noted that many of our EL students test out of the program after 2 years.

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

Math scores for all students are consistent with 8th grade CRCT scores.

Report Summary

Scores By Section

Section Score
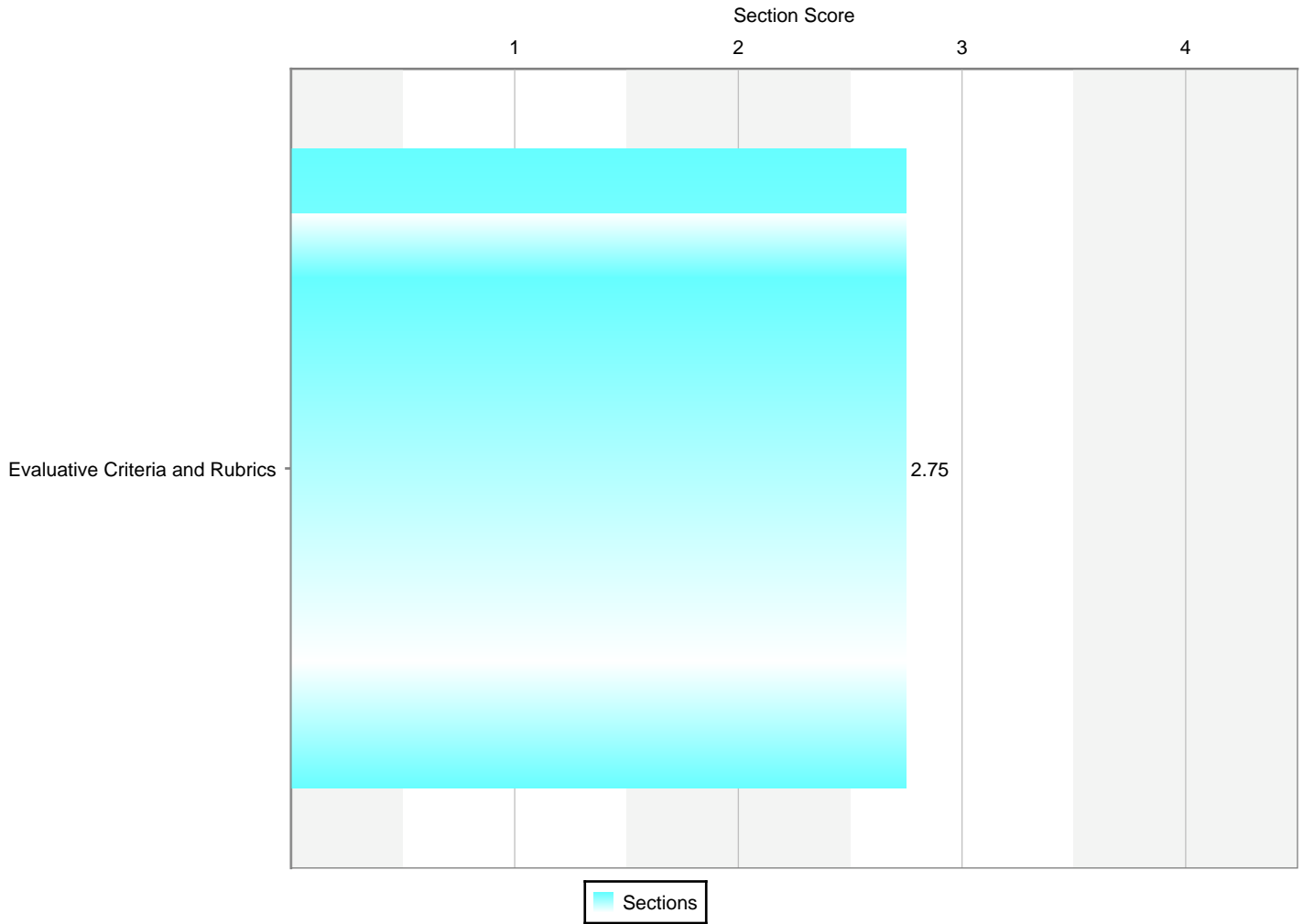
AdvancED Assurances

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 JHS