Accreditation Report

Lanier Charter Career 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?

Lanier Charter Career Academy (LCCA) is a conversion charter school within the Hall County School System located in Gainesville, Georgia. The school is located in central Hall County. The campus houses two permanent buildings, 8 portable classrooms, and includes thirty eight acres of forest, wetlands, and open field space.

As a school of choice, LCCA primarily serves high school students throughout Hall County Schools. With an enrollment of 717 total students, 439 are full-time students at LCCA. The remaining 278 students take core courses at their home high schools for part of the day, then attend LCCA to participate in career-tech programs, such as cosmetology or culinary arts, that are not available in the traditional high schools.

LCCA students face numerous life challenges that place them at risk in their school environment. Many are significantly off track for graduation when they enroll at LCCA. Of the 439 full-time LCCA students, 53 (12%) are in the disciplinary alternative school program. 48 (11%) are immigrant students who have not been in school for two or more years prior to enrolling in Hall County Schools. 21 students (5%) are part of the U.S. refugee resettlement program. 40 (9%) are students with special needs who have finished the regular high school program and are now focusing on independent living and employability skills; 14 (3%) are in a GED-prep program. 23 of our students are teen parents, while another 7 students are currently pregnant. In addition, we have homeless youth and an active dropout recovery program. Within our overall student population, 16% are students with disabilities, 12% are English language learners, and 72% are on free or reduced lunch. 53% of our students are Hispanic, 37% White, 6% Black, and 4% other.

There are 72 staff members at LCCA, with an equal number of professional certified staff (50%) and classified staff (50%). 93% of our staff are White, 4% Hispanic, and 3% Black. Staff education attainment rates are 2% GED; 25% high school diploma; 6% associate degree; 21% bachelor degree; 27% master's degree; 13% specialist degree; 6% doctoral degree. Among the faculty and professional staff, the average experience level is 13.5 years. Experience distribution: 32% of staff have worked 0-5 years; 14% 6-10 years; 29% 11-20 years; 16% 21-30 years; and 9% 30 or more years. 79% of the staff have worked at LCCA for five years or less.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Hall County Schools is, "Character, Competency, Rigor… For All", and LCCA accentuates that mission throughout all programs and support services on our campus. In the fall of 2014, LCCA staff, students, parents, community members, and business leaders were surveyed in preparation for updating the school vision and priorities for the school. Shortly after all surveys were completed, a team of five staff members collected and analyzed results, then drafted a school vision & priorities based upon these results. This draft was presented to the LCCA Governing Board, who finalized the vision and priorities for the next five years.

Our vision is to provide a caring learning environment for students to enable them to become self-sufficient adults and contributing members of our community.

Our priorities are for students to:
- Develop a strong sense of personal control and self-efficacy
- Earn an exiting high school credential (e.g, diploma)
- Develop skills needed for successful employment

To focus on this vision and priorities, LCCA already has in place a variety of strategies and options to prepare students for long-term success. Academically, students taking courses for initial credit are scheduled into teacher-taught classes. Students repeating a class may opt for either a teacher-taught class or computer-assisted instruction, depending on the degree of direct support that may be needed.

Students are encouraged to complete a career pathway before high school completion. Pathway options include Cosmetology, Culinary Arts, Advertising and Promotion, Hospitality Management, Horticulture, and Business and Technology. A workforce development course immerses students in employability skills, culminating in internships or paid employment in the community. Dual enrollment courses are also available to students who pass the college's entrance exam.

LCCA supports students who are in need of additional remediation and support. Remedial reading classes are available for students who are two or more years behind expected levels. After school tutoring is available and emphasizes the skills needed to be successful on the state tests required for graduation. Special education teachers provide co-teaching in English, science and social studies. Students with special needs participate in development of their Individualized education plans, which includes goals for transition. Students who are native speakers of other language receive direct and indirect support from an ESOL teacher. These students also have access to Rosetta Stone 24/7 as they develop English language competency.

Students in need of disciplinary or behavior support are often placed on an individualized behavior plan, that provides both support and consequences. Students assigned to the school for disciplinary reasons are served in structured classrooms. As students are successful in that environment, they may move to more traditional classrooms. Students with significant behavioral needs may be assigned a one-on-one parapro to provide maximum support and flexibility.

All students are expected to abide by the school's Code of Ethics for students, which extends beyond the bounds of the school system code of conduct. The Student Code of Ethics states:

As a student enrolled in the Workforce Development Academy at LCCA, I understand it is my duty to act in a courteous and ethical manner at all times. Since I may be working in business situations or within our community, I commit to maintain the highest standards of professionalism in my behavior, my attitude, and my expectations for the future. The standards of professionalism can be upheld by showing initiative and adaptability, demonstrating respect and compassion for others, showing responsibility and perseverance even in challenging situations, and always being trustworthy and honest.

INITIATIVE & ADAPTABILITY

- I will work to do my best academically and professionally.
- I will work diligently in each class, doing what it takes in-and-out of school to stay caught up.
- I will ask teachers for help when I'm struggling in class. If I'm having significant personal or home issues, I will ask to meet with someone in the counseling and career center.

RESPECT & COMPASSION

- I will treat others as I would like to be treated, being respectful by avoiding profanity, negative comments, and inappropriate actions directed to those around me.
- I will take pride in my school working to keep the campus clean, free of trash and graffiti.

RESPONSIBILITY & PERSEVERANCE

- I take personal responsibility for my actions and will act in a dependable manner in the classroom and at worksites.
- I recognize that everyone has challenges and obstacles in life; however, I will strive to overcome any barriers in my life (from myself or others) to achieve my goals and dreams.
- I commit to completing my high school career successfully.

TRUSTWORTHINESS & HONESTY

- I understand the Hall County Schools policies on academic and behavioral conduct, and will practice them as a part of my life. This means I will not engage in plagiarism or use the ideas of others and declare them as my own, nor will I steal, provide unauthorized discounts, or give "free" merchandise to others.
- I realize that my reputation depends on acting in a dependable and honest manner. I will not tarnish my reputation due to my actions or my attitude.

Similarly, all LCCA staff are expected to abide by the school's Code of Ethics for staff, which states:

As a staff member working at the Workforce Development Academy at LCCA, I understand it is my duty to act in a courteous and ethical manner at all times. I understand I am a model for students, and commit to maintain the highest standards of professionalism in my behavior, my attitude, and my expectations for the future. The standards of professionalism can be upheld by showing initiative and adaptability, demonstrating respect and compassion for others, showing responsibility and perseverance even in challenging situations, and always being trustworthy and honest.

INITIATIVE & ADAPTABILITY

- I will work to do my best instructionally and professionally.
- I will be flexible and do what it takes to honestly and ethically resolve challenges and take advantage of opportunities.

RESPECT & COMPASSION

- I will treat others as I would like to be treated, being respectful by avoiding profanity, negative comments, and inappropriate actions directed to those around me.
- I will take pride in my school, and will keep the campus clean and free of trash.

RESPONSIBILITY & PERSEVERANCE

- I take personal responsibility for my instructional methodology and will strive to create lessons that are "authentic" and integrate the use of student technology.
- If students are reluctant to respond to my current teaching strategies, I will try (something new), try (something newer), and try (something even newer) again. I will persist until I succeed!
- I recognize that everyone has challenges and obstacles in life; however, I will strive to overcome any barriers in life (from myself or others) to increase the number of students who attain an exiting credential and enter post-secondary education and/or the workforce.

TRUSTWORTHINESS & HONESTY

- I understand the Lanier Charter Career Academy expectations for professionalism and ethics, and will practice them as a part of my life. This means I will not breach confidentiality, steal, or misuse school equipment and supplies for personal use.
- I recognize that I influence the comradery and sense of community within our school team. I will not complain about others, to others, or inadvertently create negative perceptions about team members.
- I realize that my reputation depends on acting in a dependable and honest manner. I will not tarnish my reputation due to my actions or my attitude.

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.

With LCCA's rapid growth and increasing at-risk population, the school community has worked closely to research and methodically implement programs to support our students.

In August 2012, we adopted a reading intervention program for students who read at least two years below grade level. This program has been very successful, with the average student growing .63 grade level after one semester in the program.

As of the 2011-2012 school year, our career education programs only included business, culinary arts and marketing. In August 2012, we expanded our career-tech program by adding cosmetology and horticulture programs. While our cosmetology program began with one teacher, by August 2013, the program doubled in size and a second cosmetology teacher was added. In August 2012, our horticulture program was staffed with a part-time teacher. By August 2013, the program expanded and is now served by a full-time teacher.

During the 2012-2013 school year, we implemented a workforce development program (DRIVE) emphasizing employability skills and job placement for students. The curriculum focuses on a number of soft skills, including teamwork, effective communication skills, customer service, leadership traits, critical thinking skills, time management, work ethics, and social perceptiveness. Students advancing through the program will have opportunities for internships within the authentic business environment at The Oaks followed by externships in businesses willing to invest in students to enhance the workforce of the Hall County area.

In 2012, a Memorandum of Understanding (MOU) was entered into with Goodwill of North Georgia as part of their Youth Career Connect Program. This MOU was recently extended through 2017. While the overall focus of this partnership is on supporting students' transition to post-secondary education and employment, students supported through this program specifically receive: career assessment, individual career plans, case management, a college and career "navigator", intern-to-hire experience at community-based employment sites that will transition to unsubsidized employment, and coaching support of high school completion.

Students taking career courses at The Oaks are engaged in authentic learning experiences through student-operated businesses open to the public. This model has received acclaim throughout Georgia and across the southeastern United States. We are visited monthly by planners and current leaders of career academies who are trying to create realistic career preparation programs for their students.

In March 2014, we received a $25,000 grant from Lowe's/SkillsUSA to construct a farmer's market and barn. The farmer's market will open in early 2015 and will be operated by horticulture students. The market will offer produce and other items from the horticulture program. These funds have allowed expansion of our program to emphasize environmentally sensitive farming, while encouraging students to reduce their carbon footprint.

In September 2014, we began a transitional program to serve immigrant students ages 14-18, who have not been in school for two or more years. Within our current population, the degree of formal schooling ranges from zero (never attended school) to seven years. This is a bilingual program provides all students with English language development, mathematics, life skills for success in an American culture, and workforce development. Individual educational needs of students are provided with support from paraprofessionals assigned to each classroom.

In the fall of 2013, LCCA piloted a Work-at-Home (WaH) program to support students unable to attend school consistently due to extenuating circumstances. WaH offers students a flexible, non-traditional option of earning credits toward graduation by utilizing computer-assisted instruction from home. Students in this program are expected to log 30 hours a week, equivalent to the time spent in school during a regular school week. To remain in this program, students must also meet progress benchmarks outlined by the program coordinator. After a few program modifications from the initial year of implementation, our WaH program continues successfully by providing support to students who would otherwise be dropping out of school.

During the next few years, it's imperative that we better address the needs of at-risk youth are significantly off-track for graduation and unlikely to earn a diploma before "aging out" of public school. These students struggle to persist in an academic program long enough to envision earning a high school diploma. Many are anxious to leave high school for employment, without having the skills necessary to obtain and maintain a job. Our school has begun creating a proposal for an alternate "graduation" model that certifies students as being prepared for the workforce. In such a model, students might be expected to complete at least one-year of coursework at LCCA, earn an industry certificate or credential required for employment, and be recognized by an industry or community partner documenting the student's area of concentration in one of the four main focus areas (leadership, entrepreneurship, community development, customer service). Minimally, this will insure that students anxious to leave formal schooling will be employable, while being contributing members of their communities.

To further strengthen our workforce model during the next few years, DRIVE will begin broaden the opportunities for students to apply their workforce skills with community development as their target. The proposed model would involve students researching community problems/issues, meeting with various community leaders to learn more about the issues, then creating and implementing plausible solutions to those problems. In this manner, students would learn to actively participate as citizens to create healthy, vibrant communities.

Additional Information

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

Our staff make a concerted effort to build positive relationships and communicate with parents throughout the year. Each teachers mails home approx. 20-50 personalized notes to parents about the good things their children are doing in school. Parental response to these notes have been tremendous, with many indicating they have never received a positive note throughout the child's schooling. Such communication is also appreciated since the majority of our students are fragile learners.

In addition, we regularly use an automated email and phone calling system to communicate with our parents about school-wide issues, whether upcoming parent meetings, emergency weather information, and even immediately after a tragic or newsworthy event involving our students (e.g., death of a student). We insure that parents are the first to know of significant issues surrounding our school to minimize the likelihood of misinformation.

In August, 2014, we hired a bilingual parent liaison to improve our communication and assistance to non-English speaking parents. The impact was immediate and broad. Our parent liaison facilitates new student registration, calls parents for follow-up on issues such as immunizations, "personalized" invitations to meetings, and translates numerous documents and notices on our school's digital signage.

In September, 2014, the school began holding monthly parent workshops on topics such as college guidance, low-cost health & wellness resources in the community, and social media safety. While our first session was attended by very few parents, we understand it will take some time for parents to be aware of these opportunities. Information brochures on the sessions throughout the 2014-2015 school year have been sent home with each student. Those brochures are also included in the new student registration packets.

Our school also operates a private preschool program for Hall County educators, and LCCA teen parents have access to the preschool to insure they attend school because they have dependable child care. State funds are used to reimburse the school for child care for our teen parents.

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) •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present •Code of Ethics	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a 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 •The school continuous improvement plan •Career Academy Quarterly Report	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.

The school does an excellent job of communicating the school's purpose and Code of Ethics, which sets the stage for school purpose. Student assemblies highlight various componenets of the Code and how they relate to the school's purpose. The school updates the Code of Ethics annually to insure it clearly communicates expectations for students and staff alike. To more broadly communicate our purpose and direction, we intend to be more inclusive of this type of information on our school website.

Standard 2: Governance and Leadership

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

Overall Rating: 3.0

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 •Communications to stakeholder about policy revisions	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.	•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •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 •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings	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 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.	•Survey results •Examples of decisions aligned with the school's statement of purpose	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	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 •Job specific criteria	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.

The governing body provides a Teacher Toolbox and Teacher portal with a wide range of information for teachers and staff in the area of roles, responsibilities, and conflict of interest. The Hall County School District Annual Report to the Community is an overall review of ALL schools within the county and it provided to all stakeholders. The governing body supports and respects the autonomy of school leadership to accomplish goals for students learning and instruction as documented by the use of emails, news articles, meeting minutes via the website, and the understanding and support provided to school leadership for a various types of school settings.

The school leadership provides support, guidance and supervision for all programs, but finds no need for micromanagement for each program, thus supporting teachers and staff innovation, collaboration, shared leadership and professional growth. The culture at LCCA is characterized by a definite sense of community and shared collaboration.

While all stakeholders have opportunities for decision input, feedback and collaboration with school improvements and sense of community, LCCA needs to make to stakeholder minutes easily accessible to all stakeholders.

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: 2.83

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	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 •Lesson plans aligned to the curriculum	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Teacher evaluation criteria •Examples of teacher use of technology as an instructional resource •Surveys results •Interdisciplinary projects •Classroom differentiation notes in lesson plans	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.	•Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Surveys results •Administrative classroom observation protocols and logs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Survey results •Peer coaching guidelines and procedures •Interdisciplinary instruction	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 •Pre/Post tests	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 •Survey results •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 •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •School calendars with events posted	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.	•Survey results •Pregnancy support group Parent nights Job Coaching for students Probation office interventions	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.	•Sample report cards for each grade level and for all courses •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.	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.	•Evaluation tools for professional learning •Survey results •School Calendar (Google) with scheduled meetings. Implementation of learning is demonstrated through earning of PLU's.	Level 3

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

3.1 Curriculum and learning experiences at LCCA in each course/class provides all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. LCCA embodies several programs such as Project Search, Drive, Project Success, The Oaks (Bistro, Design 360, Corner Café, Get Gifted, Farm at the Oaks), UPSTART, and PACE to prepare students for success at the next level. Some learning activities are individualized for each student in a way that supports achievement of expectations.

3.2 LCCA uses data from assessments such as SLDS/EOCT's, ACCESS Testing and adjusts curriculum and assessment to ensure vertical and horizontal alignment within regard to the school's goals for achievement and instruction and statement of purpose.

3.3 LCCA teachers plan and use instructional strategies that require self- reflection and development of critical thinking skills. Students are required to apply knowledge and integrate content and skills with other disciplines, and use technologies as an instructional resource and learning tool.

3.4 LCCA leaders monitor formally and consistently instructional practices. The student run business deliver products to the community that demonstrate student ability and success. Graduation of students from LCCA also provides a visual of the accomplishment of student successes. Teachers at LCCA share in the challenge of educating their at-risk students.

3.5 LCCA staff members participate in collaborative learning communities that meet informally and formally.   Collaboration occurs across grade levels and subject areas. Teachers examine student work and reflect. Teachers often use peer tutors to strengthen skills of struggling students.

3.6 LCCA Teachers use the CCGPS to guide instruction and to achieve county benchmarks. Teachers use anchor-papers from the Georgia DOE to guide writing instruction in preparation for the High School Writing Test. Teachers use pre/post test to guide instructional practices.

3.7 LCCA provides several opportunities for students to engage in mentoring. We have a full-time Probation Officer to assist with students involved in the judicial process. These students also participate in a positive peer-mentoring program. Job coaches assist students as they travel through their day to guide and support learning enrichment. Centerpoint also offers counseling programs for students. LCCA has a pregnancy support group coordinated by Nurse Becky. Upstart students have the opportunity for a bi-lingual peer/adult mentor.

3.8 LCCA provides monthly parent involvement meetings. The UPSTART Program holds parent information sessions for the needs of families and resources for students. Infinite Campus Portal is available to all parents for accessing student grades. Teachers conduct conferences with students as needed. Teachers also send 'positive notes' home to families to encourage students. Parents are also kept

informed via the electronic school billboard and robocalls.

3.10 LCCA teachers use standard grading practices aligned to the CCGPS. Stakeholders are aware of the policies, processes, and procedures.

3.11 LCCA has weekly professional development meetings school-wide. Professional Development is geared to address teaching methods for all learners.

3.12 LCCA provides Migrant Tutoring to eligible students to assure their success. LCCA also provides after-school tutoring for students who need assistance in Language Arts/Math. LCCA also provides study packets to students prior to taking state Graduation Tests and hold study group sessions. Teachers are trained annually in the English Proficiency Standards (ELL) to better assist English Language Learners. This training is based off state data reporting of the ACCESS Test. Special Education students are pulled out for individual assistance as needed throughout their school day.

Improvement plan: As a school with a large number of at-risk youth, our school needs to provide more structure and formalize some of our processes to ensure that we do not become complacent in our efforts to know each of our students well enough to advocate for them.

Standard 4: Resources and Support Systems

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

Overall Rating: 2.71

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

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•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	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	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 •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	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 few stakeholders. A technology plan, if one exists, addresses some technology services and infrastructure needs.	•Survey results •Policies relative to technology use	Level 1

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.	•Agreements with school community agencies for student-family support •Survey results •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education	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 •Budget for counseling, assessment, referral, educational and career 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.

Particularly since we are a school with a significant number of at-risk youth, our school has a wide variety of supports, resources and services available to students. Included in these resources are employment services, health information and counseling for pregnant girls, mentoring by community partners, a workforce development program, and a counseling and career center. These programs are sustained through our partnerships with community agencies and volunteers. We also have line items in our budget to support counseling and workforce programs.

The most significant area in need of improvement is the access to dependable technology for teachers and students alike. Because our school continues to grow, we've added 8 portable classrooms during that time. Internet is available in the classrooms wirelessly, but the strength of the wireless is not dependable. When teachers are unable to access the internet, they do not have access to grades, attendance, instant messaging, or contact information for families. When the wireless signal is weak, students cannot access the Google website to collaborate on writing projects, to do research, access e-books, etc..

One-fourth of our classrooms do not have access to projectors, including those in portable classrooms. Our system's technology plan is extensive, and our school is included in roll-outs and updates as other schools. However, other than our two computer labs established for computer-based learning, our other classrooms (including English/Language Arts) either have limited older computers, or no computers at all.

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 3.0

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

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•Survey results •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures 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.	•Student surveys •Description of process for analyzing data to determine verifiable improvement in student learning •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 •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.

Teachers have been trained in, supported, and utilize the Student Logitudinal Data System (SLDS) to review student data diagnostically and to make instructional decisions for their classes. This site is easily accessed through a link on the system's student information system. Teachers also use other assessments, such as the system's benchmark assessments and end-of-pathway assessments, to make curriculum and instructional decisions.

We do need to become more systematic in evaluating the success of our processes used for school improvement, particularly to insure that we are not relying on "typical" measures that may become less effective as programs change.

Report Summary

Scores By Section

Section Score

Standard 1: Purpose and Direction — 3

Standard 2: Governance and Leadership — 3

Standard 3: Teaching and Assessing for Learning — 2.83

Standard 4: Resources and Support Systems — 2.71

Standard 5: Using Results for Continuous Improvement — 3
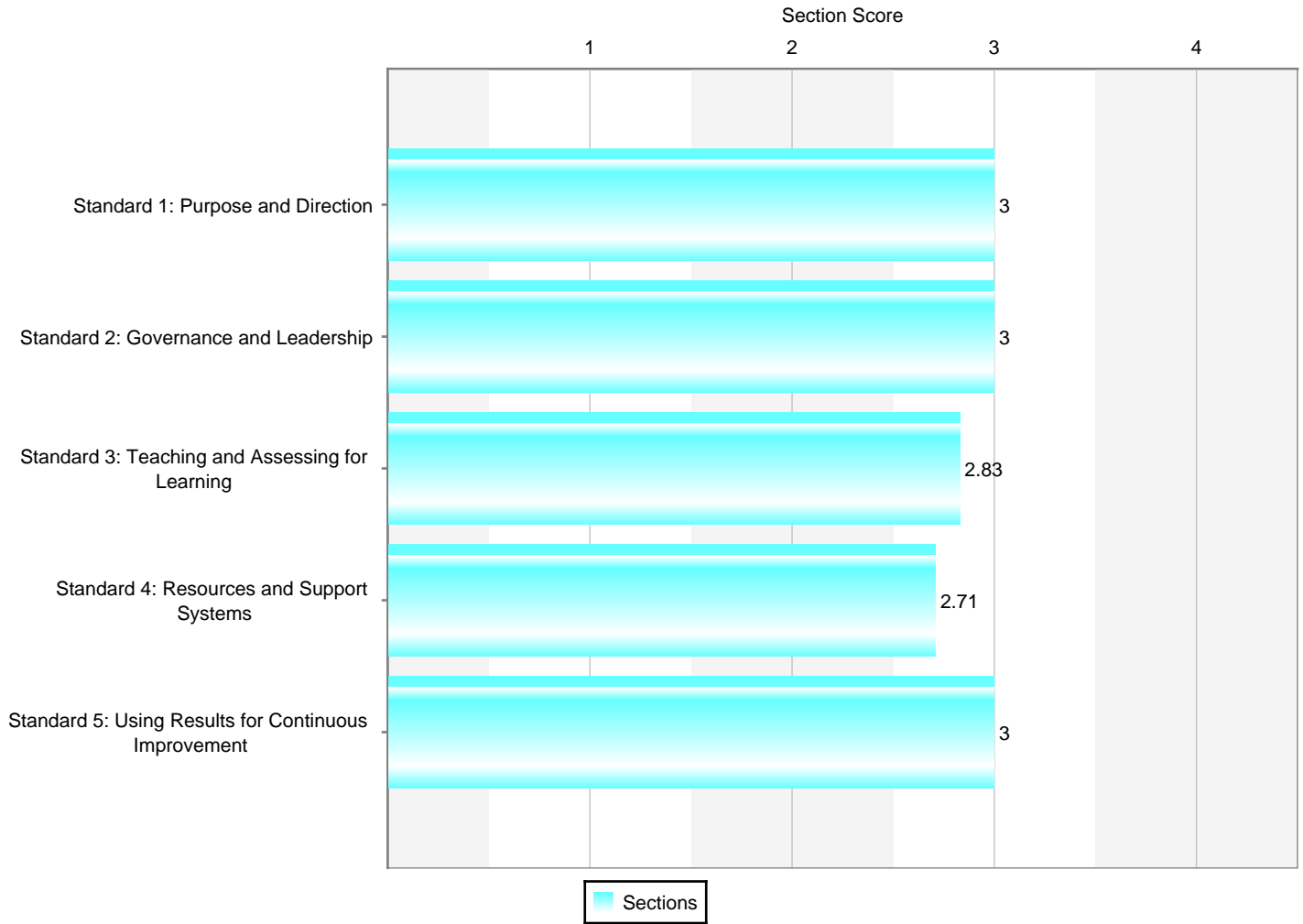
Sections

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 AdvancED Survey Results

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?

Student survey results indicate an overall satisfaction average of 3.82, with ratings on individual standards ranging from 3.72 to 3.98. The highest rated standard was Purpose and Direction, followed by Teaching and Assessing for Learning. Students indicate that the curriculum allows for both equitable and challenging learning experiences (3.1). Student survey results also indicate that multiple forms are data are used to monitor and adjust the curriculum, instruction, and assessments (3.2).

Parent survey results indicate an overall satisfaction rating of 4.09, giving highest ratings to Using Results for Continuous Improvement, and Teaching and Assessing for Learning. Parents are confident that the system has a process for measuring improvement in student learning. Similarly, they believe teachers use varied instructional strategies to ensure student achievement. Ratings also indicate that the school meets the unique learning needs of students.

The overall satisfaction rating from the staff survey was 3.95, with ratings on individual standards ranging from 3.76 (Using Results for Continuous Improvement) to 4.12 (Purpose and Direction). Noteworthy is that staff ratings were 4.0+ for every indicator under Purpose and Direction, as well as for every indicator under Governance and Leadership. This suggests that staff are confident that the system is moving in the same direction, and that there is an intentional effort to support student learning and system effectiveness.

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

Consistently, Purpose and Direction (Standard 1) was rated as one of the strongest standards by staff, students, and parents. Within this area, consistent feedback from all stakeholders agree that there are shared beliefs about "Character, Competency, and Rigor for All" (the system mission). These shared beliefs set a strong foundation for the remaining four standards, providing direction for the instructional processes and resources to support students achievement.

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

The school improvement planning survey results (in Fall of 2014) also provided assurance that the direction of the school/system was clearly articulated and was founded on a shared set of beliefs about the purpose of schooling. LCCA students, parents and staff alike indicated a priority for students to develop a strong sense of personal control and self-efficacy (comparable to the system mission of "Character").

We make a concerted effort to regularly share information about our school programs through the media. Because our students operate several businesses that are open to the public, business & community members are cognizant of the direction of our school. We enjoy a positive reputation in the community, and our campus is regularly utilized as a meeting site for various community meetings and organizations. These meetings frequently include student-led orientations and tours of our campus, which provides additional opportunities to educate others about our school mission.

Because many of our programs have local advisory groups, we have opportunities to regularly share updates about student progress

(collectively). Having assisted in developing the direction and goals for our programs and school, parents and community members serve to provide a consistent focus for our school and program goals.

Areas in Need of Improvement

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

Across all stakeholder groups, standards and indicators, there are common areas that are in need of improvement:

Indicator 3.8: "The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress." Students assigned this indicator the lowest of all 35 indicators, while this indicator was in the lowest 25% of teacher ratings.

Indicator 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 that support learning." This indicator falls under "Using Results for Continuous Improvement", which is the lowest-rated standard by staff, and the second lowest-rated standard by students.

Indicator 3:5: "The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels." Teachers assigned this indicator the lowest of all 35 indicators.

Student survey results indicate an overall satisfaction average of 3.82, with ratings on individual standards ranging from 3.72 to 3.98. The lowest rated standard was Resources and Support Systems, with the lowest indicator ratings within that standard being 4.5 ("The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system") and 4.3 ("The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.") Students express frustration about the growing number of portable classrooms, the absence of a gymnasium, and the limited availability of computers for online learning. They also express dissatisfaction with the food nutrition program, where food is prepared on another campus, then transported and served to students at lunch. Please note, however, that a new process will be put in place in November, 2014, which will likely address the large majority of student concerns about the food nutrition program.

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

Standard 5, "Using Results for Continuous Improvement" appears to be the most fragile area in terms of stakeholder confidence, though the rating itself is in the average range, with a rating of 3.76 for staff, 3.75 for students, and 4.11 for parents.

What are the implications for these stakeholder perceptions?

As a high school that primarily serves at-risk youth, it has been somewhat of a challenge to engage families collectively in supporting their children's education. Similar to other high schools, many of our students have fragile relationships with parents/guardians. Our school needs to continue to find more successful & meaningful ways to enlist parent support for and encouragement of their children's education and we have begun making strides in this area.

We have established a series of evening parent information sessions for the 2014-2015 school year, with topics ranging from graduation requirements and college entrance requirements, to mentoring programs and community health services that are available. In August 2014, we added a bilingual parent liaison to our staff, which has significantly improved interactions with families over the phone and in-person. This liaison also translates documents to go out to parents, translates key information for our road signage, and also translates information going out to families through our automated email and calling system.

Our website is in the process of being updated, and our intent is to create parallel pages for Spanish-speaking families and students.

Student concerns about the school lunch program will largely be addressed by fully operational food service kitchen on the LCCA campus, effective November 2014. This will dramatically improve the range of food options for students.

Another challenge continues to be the opportunities for teachers to collaborate with "like" content area colleagues on campus and in the system. While our campus has a large number of programs for a wide range of students, each of these programs is supported by only a handful of teachers. In several of these programs, the challenge is particularly difficult. For example, we have one science teacher on campus, who serves students in our high school diploma program. Opportunities for her to work with other science colleagues are rare, typically taking place only on system professional learning days.

The greatest opportunities for collaboration could be addressed by also focusing more on teams to address short-term goals as part of the school improvement plan.

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

Informal surveys of students affirm dissatisfaction with school lunches. When Upstart students were recently asked what they dislike the most about the school and what would they change, the school lunch program was at the top of their list. With a large majority of our students on free-reduced lunch, the desire for food that tastes and looks good is important.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3

Sections
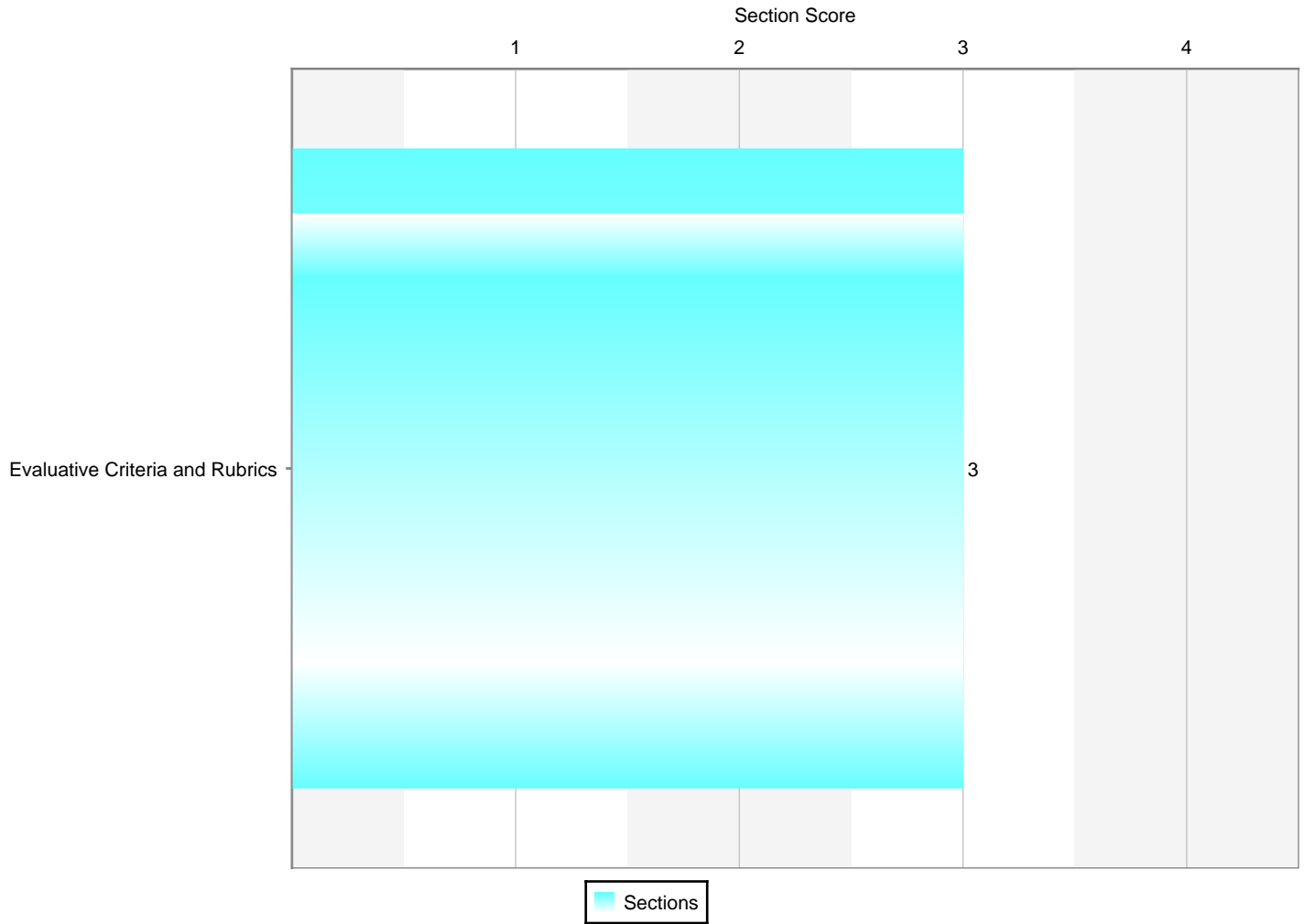
Student Performance Diagnostic

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	Includes EOCT, GHSGT, GHSWT, EOPT, and Attendance data.	Performance Data GHSGT Performance Data GHSWT Performance Data Attendance Data EOCT Performance Data EOCT Subgroup Data by ED EOCT Subgroup Data by ELL EOCT Subgroup Data by Gender EOCT Subgroup Data by SWD GHSWT Performance by Ethnicity Student Performance Data Document

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 some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 2

	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?

There are three accountability goals as part of the LCCA charter. While performance targets have been met for all three of these goals, there are two areas in which performance has exceeded expectations.

1) Produce graduates whose transcripts show three or more courses in a LCCA career pathway - Performance targets have been met for the past five years. In 2010, zero (0) graduates were pathway completers in culinary arts, cosmetology, hospitality and tourism, &/or advertising and promotion. In 2014, 54 graduates were pathway completers in these programs.

2) Increase the percentage of credits earned through dual enrollment - Actual performance has significantly exceeded performance targets since 2010. From 2010-2014, there has been a 555% growth in dual enrollment credits earned, going from 51 to 284 credits.

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

The percentage of students passing the GaDOE End of Pathway Test (EOPT) has grown consistently, even though we only have two year's of data to review. The percent of students passing the Culinary Arts EOPT has gone from 57% in 2013 to 63% in 2014. During that same period of time, the pass rates for Cosmetology EOPT have gone from 27% to 93%; Marketing Communication and Promotion has gone from 0% to 67%. Overall, our school's EOPT passing rates have gone from 46% to 78%.

While the state curriculum and assessments have changed over the past five years, we have seen consistent growth in pass rates for several End of Course Tests during the main test administration:
* American Literature - 34% passed in 2010; 67% passed in 2014.
* Biology - 27% passed in 2010; 42% passed in 2014.

Which area(s) indicate the overall highest performance?

The growing number of students passing the state End of Pathway Tests has been impressive, with 100% of Hospitality pathway completers passing the EOPT, and 93% of Cosmetology completers passing the EOPT.

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

Because of the small enrollment numbers, CCRPI ratings are limited because data yields "too few students". Our of the 16 achievement indicators in CCRPI, only 6 indicators had sufficient numbers of students to result in ratings for 2013. Comparatively, 13 indicators were able to be rated in 2012 because of the larger group size. Such variation in data creates significant challenges when trying to determine trends in performance, and particularly when small numbers are further disaggregated by subgroup.

Between which subgroups is the achievement gap closing?

Similar to the previous question, trend and achievement gap data is difficult to determine because of the small enrollment numbers. CCRPI ratings are limited because data yields "too few students". Our of the 16 achievement indicators in CCRPI, only 6 indicators had sufficient numbers of students to result in ratings for 2013. Comparatively, 13 indicators were able to be rated in 2012 because of the larger group size. Similarly, when AYP was the accountability process, our school results similarly showed "too few students".

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

In 2014, a number of Culinary Arts students were provided an opportunity to test for an industry recognized credential, "ServSafe". The pass rate on this assessment was similar to the results of the Culinary Arts EOPT, indicating that students are excelling in this pathway area.

Areas in Need of Improvement

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

While the charter performance goal for increasing the number of pathway completers in the target areas has grown steadily, that number represents all students at LCCA, including those who are secondary enrolled from other high schools. However, the number of pathway completers from LCCA fulltime/primary students is relatively low, and is a target in our school improvement plan. In 2014, only 34.9% of LCCA graduates completed a CTAE pathway.

Similarly, only 50% of LCCA students entering the Technical College System of Georgia / University System of Georgia did not require remediation or learning support. This is another target area in our school improvement plan, as student opportunities for dual enrollment dependent upon passing the college's Compass exam.

The pass rate on the Georgia High School Writing Test (GHSWT) for first-time test takers has dropped significantly in the past five years. Similarly, subgroup scores for black and Hispanic students have dropped on the GHSWT.

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

Proficiency on the GHSWT has shown a significant negative trend over the past five years. In 2010, 81% of students passed the GHSWT, compared to only 62% in 2014. Subgroup pass rates have also declined for Hispanic students (from 86.7% to 54.5%) as well as for Black students (from 80% to 50%).

Which area(s) indicate the overall lowest performance?

Performance on the Coordinate Algebra EOCT is very poor. In 2014, only 3% of LCCA students passed that EOCT, compared to 38% for all Hall County Schools students.

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

Proficiency on the Georgia High School Writing Test (GHSWT) has shown a significant negative trend over the past five years. In 2010, 81% of students passed the GHSWT, compared to only 62% in 2014. Subgroup pass rates have also declined for Hispanic students (from 86.7% to 54.5%) as well as for Black students (from 80% to 50%).

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

The gap is widening between Hispanic, Black and White achievement, particularly in Writing,

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

Student performance on classroom formative assessments, including subgroup performance, supports that student writing proficiency has declined during the past five years.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 2.75
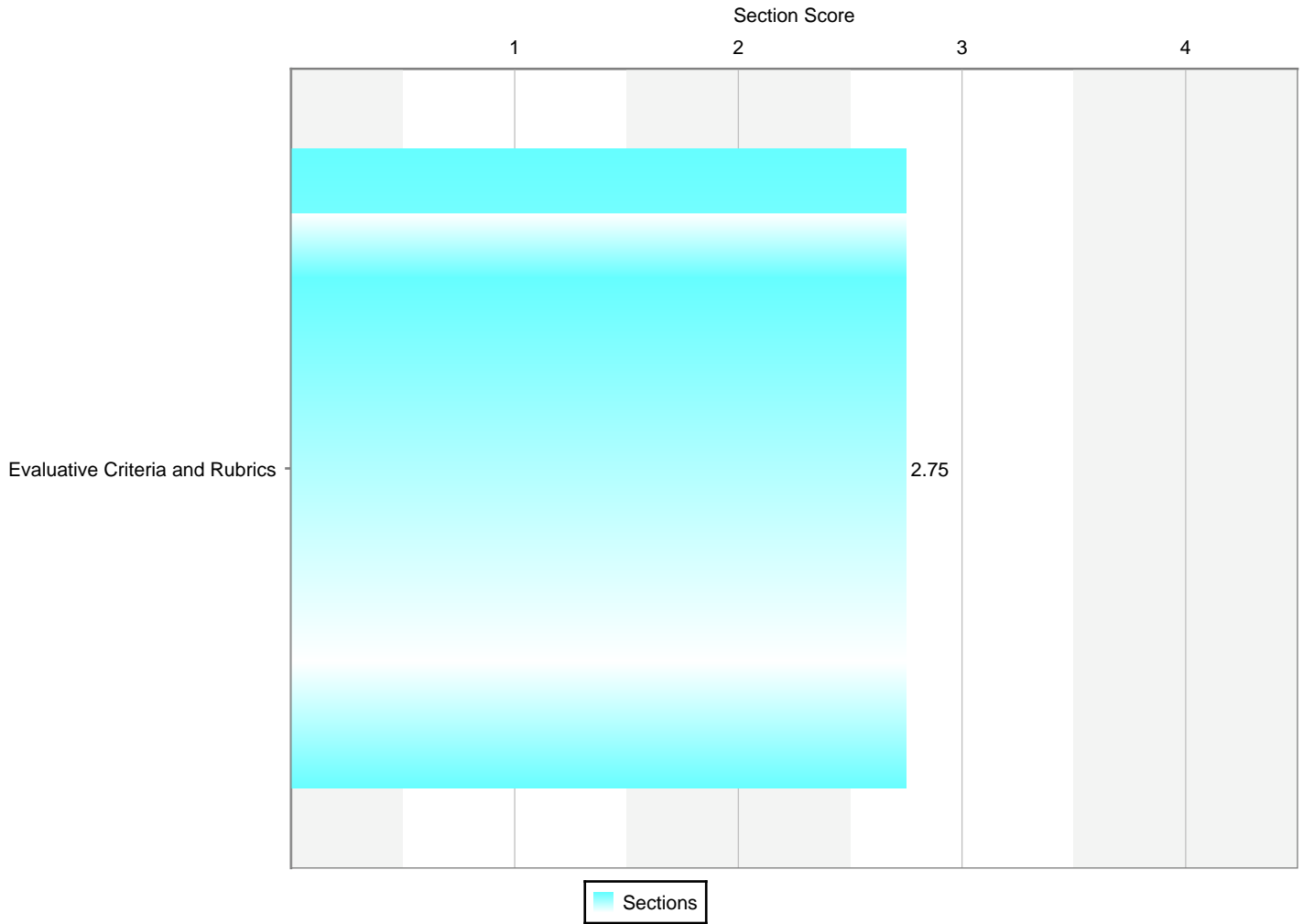
Sections

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 for FY 2015