



# **Accreditation Report**

**North Hall High School**

**Hall County School System**

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# **Executive Summary**

## **Introduction**

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

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

## Description of the School

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

The home of the Trojans, North Hall High School has proudly served the families of northern Hall County since 1957. Located in the picturesque Appalachian foothills, its 52 acre campus consists of one main instructional building, two gymnasiums, tennis courts, a track, softball field, baseball field with indoor hitting facility, football stadium, and field house.

North Hall Students enjoy ample access to technology; there are four dedicated computer labs and several laptop carts. The North Hall High School media center provides the tools and resources students need to conduct independent research or simply find a good book to read. The media center is used extensively by individual students and whole classes. Recently, the high school underwent a major renovation of its CTAE wing. The renovation included improvements to marketing and health occupations classroom facilities, improvements to metal fabrication lab and classroom facilities, and the conversion of an under-utilized construction lab space to four classrooms, two labs and a conference room for the newly created STEM Academy. During the 2012 school year one of the computer labs was modified by improving instructional technology and expanding the space. To give the new lab an open and modern feel, glass panel walls were used to separate the media center and computer lab. In 2011, North Hall underwent a complete technology update that equipped every instructional classroom with flat panel displays, Promethean digital slates, and document cameras. In addition, the media center was outfitted with digital video recorders and Motorola Xoom tablets for student use. At the start of the 2014 school year, all teachers were provided with iPads and Apple TV to mirror content for whole group settings.

Currently, North Hall serves 1102 students in grades 9-12. The demographic composition of the student body mirrors that of the surrounding community. North Hall High School's student body is 87% White/Caucasian, 11% Hispanic, 1% African American, and 1% Asian. 29% of North Hall High School Students are economically disadvantaged, 10% receive gifted services, 9% receive special education services and 1% receive ESOL services. Classroom facilities are sufficient to house the existing students without employing portable classrooms. North Hall High School derives its student population primarily from North Hall middle school, which in turn is fed by Riverbend, Wauka Mountain, and Lanier elementary schools. In addition to North Hall Middle, North Hall High School has welcomed a small number of students from Da Vinci Academy. North Hall's student population has remained consistent since Chestatee High School opened in 2002, significantly reducing the geographical area of the North Hall Attendance zone. North Hall enjoys tremendous support from its community. The North Hall Community Foundation is a trust that provides funds to North Hall and its cluster schools to purchase instructional materials and equipment that would otherwise be unavailable to students. Business partners not only provide financial and material support, but also serve as sites for student internships and work based learning experiences. North Hall's School Council is composed of faculty, parent, and business representatives. The council serves in an advisory capacity to school leadership and meets several times each year. The faculty commitment to excellence is evident in their continuous efforts toward school improvement. The school leadership team consists of Principal Jamey Moore, two full time assistant principals, and two assistant principals that are half time teachers and half time assistant principals. There are two guidance counselors, one graduation coach, an IB coordinator, and one CTI coordinator. The faculty and staff of North Hall High School is a broad spectrum of experience and training levels. 6% of North Hall High School faculty have Doctorate level degrees, 33% Masters, 33% Specialist, and 26% Bachelors. 32% of the faculty of North Hall High School faculty have over twenty years experience, 33% have greater than ten years experience, and 34% have less than ten years teaching experience.

## 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.**

"At North Hall High School, we expect to succeed in all endeavors. This is not the exception. This is our standard, our norm, and who we are." These words greet all who enter North Hall High School. In support of the District's stated vision of Character, Competency, and Rigor...FOR ALL, it is the mission of North Hall High school to focus all of its resources on "Providing Challenges - Envisioning Success."

North Hall's Bedrock Standards of Beliefs are:

1. All students learn. What they learn is our concern.
2. Responsible citizenship demands enlightened participation.
3. Quality instruction and high expectations for student achievement are responsibilities of teachers.
4. The pursuit of education requires a safe, well-structured and stimulating environment.
5. Students should be prepared for lifelong learning.
6. Self- reliance and cooperation can be taught.
7. Educational research should be monitored in an effort to improve instruction.
8. Parents have a crucial role in forming students' attitudes.
9. Every student should have an opportunity for self-improvement.

The foundation for school achievement at North Hall High School is our expectation for success. North Hall truly embraces the district philosophy of "Character, Competency and Rigor For All" in our approach to instruction and the NHHS faculty understands and embraces the culture of academic excellence for all students. Programs such as Advanced Placement, International Baccalaureate, a wide range of honors offerings, and our newly developed STEM Academy offer challenging options to students with a variety of interests and learning styles. Since its inception in 2006, 58 students have successfully completed the requirements of the International Baccalaureate Diploma Program. In the fall of 2013 The North Hall STEM Academy Magnet Program opened its doors to its first class of 20 ninth grade students. In addition to its academic offerings, North Hall offers a full complement of career and technical education courses including health sciences, marketing and business, metal fabrication, engineering, education, family and consumer sciences, and an award winning agricultural program. Students are able to learn about careers in a real world setting through programs such as work based learning and Hall County's Honors Mentorship Program.

## 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.**

The students, faculty and staff of North Hall High School truly embody the creed "Providing Challenges - Envisioning success". The net result of the instructional rigor at North Hall is clearly reflected by standardized testing proficiency and growth data, graduation rates, and success in advanced curriculum programs such as IB.

One of the most notable North Hall achievement has been the graduation rate. In the 2012-2013 school year North Hall High School's 4 year cohort graduation rate was 96.4% an increase of 4.4% over the previous year. The average SAT score in the 2012-2013 school year was 1538 and in 2011-2012 it was 1536. The Average ACT score of North Hall High School Students was 21.7 in 2012-2013 and 21.3 in 2011-1012. In 2013 47% of IB diploma candidates from North Hall received the IB Diploma and 70% of North Hall IB Diploma candidates received the IB Diploma in 2012. North Hall High School received a college and career readiness index score of 86.5 for the 2011-2012 school year and 81.7 for the 2012-2013 school year.

North Hall's drama department participates in the region one act play competition and attends the state level drama awards presentation. North Hall is widely recognized for its athletic programs. In the 2012-2013 school year, a number of programs competed in the state playoffs, football, and basketball playing in the final four, baseball playing in the state finals. In the 2012-2013 school year, seven North Hall students completed the Honors Mentorship program and 34 students completed the Georgia Business Ethics Student Training Program (GA BEST). One area in which North Hall High School will continue to strive for improvement is the percentage of Advanced Placement students earning a score of 3 or better on Advanced Placement tests. Historically, the rate of student achievement in AP courses has lagged behind state and national averages in many areas and is not reflective of the high expectations of North Hall students and teachers.



## **Additional Information**

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

North Hall's Renaissance Program acknowledges student achievement in the classroom by awarding students rewards cards based on their academic standing. To date over 10,000 bronze, silver, and gold cards have been awarded to students with grades no lower than a "B" in any class and no discipline referrals. This year's theme of "Focus 4" requires students to demonstrate excellence in grades, behavior, leadership, and attendance.

Students at North Hall are encouraged to choose from a wide range of extracurricular activities to supplement their classroom instruction. Club activities provide North Hall students with opportunities to collaborate with like-minded peers. Clubs at North Hall often better the school community through service projects like D4K, canned good drives, and Secret Santa. Award winning programs in music, drama, and visual media are available to students whose interests lie on the artistic side. Music programs include chorus, marching symphonic and jazz bands receive accolades for their performances at community events and festivals. The Hollow Horse Players expose students to both the performance and technical sides of the theater. Drama students will put on performances of a variety of dramatic disciplines from improvisation shows to elaborate musical productions.

# **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: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school'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.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Documentation or description of the process for creating the school's purpose including the role of stakeholders</li> <li>•Purpose statements - past and present</li> </ul>	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 clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•Survey results</li> <li>•The school's statement of purpose</li> </ul>	Level 4

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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.	<ul style="list-style-type: none"><li>•Survey results</li><li>•The school data profile</li><li>•Agenda, minutes from continuous improvement planning meetings</li><li>•The school continuous improvement plan</li></ul>	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.**

Indicator 1.2 is a clearly evident area of strength for North Hall High School. Evidenced by the vision, mission, and belief statements, there is a clearly established system of beliefs about instruction and learning. In addition programs such as IB, STEM, and CTAE industry certification programs provide challenging and equitable learning experiences in which student success is clearly and quantifiably measured. Novel approaches to instruction like the integrated STEM curriculum and blended learning math instruction provide an engaging learning experience for students that make the course content meaningful. Students apply their knowledge through hands on active learning in fine arts, career education, and academic courses. Evidence of the commitment to engaging instruction can be demonstrated by curriculum plans, industry certifications, exemplars of student work, the schools statement of purpose, survey results, and documentation of the examination of the schools mission and vision statements.

North Hall High School has some room for growth in indicator 1.3 North Hall High School has a consistent and well documented process of developing school improvement plans, but it could improve on its use of student growth data analysis in the development of instructional goals. In order to improve data utilization in the school improvement process, North Hall faculty and Staff have begun professional learning related to the access and analysis of student data to guide instructional decisions. Evidence of this professional learning includes meeting agendas detailing data analysis instruction.

## 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 generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> </ul>	Level 2

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.	<ul style="list-style-type: none"> <li>•Communications about program regulations</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Communications regarding board actions</li> </ul>	Level 3

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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 deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	<ul style="list-style-type: none"><li>•Examples of collaboration and shared leadership</li><li>•Survey results</li><li>•Examples of decisions aligned with the school's statement of purpose</li><li>•Examples of decisions in support of the school's continuous improvement plan</li></ul>	Level 4

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.	<ul style="list-style-type: none"><li>•Minutes from meetings with stakeholders</li><li>•Copies of surveys or screen shots from online surveys</li><li>•Survey responses</li><li>•Involvement of stakeholders in a school improvement plan</li></ul>	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.	<ul style="list-style-type: none"><li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li><li>•Governing body policy on supervision and evaluation</li><li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li><li>•Job specific criteria</li><li>•Representative supervision and evaluation reports</li></ul>	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.

One area of strength at North Hall High School is indicator 2.4, the deliberate and consistent nature with which the entire faculty align their curriculum, instruction, and operational decisions towards the goal of helping students achieve success no matter the endeavor. In order to sustain this area of strength, the leadership and staff at North Hall High School maintains the belief that the plan for school improvement is a

living document that requires ongoing review and revision. Each year the school evaluates its mission and vision to ensure that it is aligned with the schools instructional goals and climate. This is clearly illustrated in the plan for continuous school improvement, student handbook, and the schools mission, vision, and statement of beliefs.

An area for potential growth at North Hall High School can be found in indicator 2.1, the establishment of policies and practices that support the goals set forth in the continuous school improvement plan. Examples of practices that need more formalization include collaborative planning, data analysis, and professional development designed to address specific instructional needs. This is evidenced in prior plans for professional learning that do not seem to follow a particular path. Moving forward, North Hall High School has established an ongoing catalog of "in house experts" who are willing to share their expertise with other teachers and allowing for time on professional learning days for those experts to conduct professional learning sessions for the staff.



### 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.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Lesson plans</li> <li>•Learning expectations for different courses</li> <li>•Posted learning objectives</li> <li>•Representative samples of student work across courses</li> <li>•Course schedules</li> <li>•Enrollment patterns for various courses</li> <li>•Course descriptions</li> <li>•Descriptions of instructional techniques</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Curriculum guides</li> <li>•Common assessments</li> <li>•Surveys results</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> </ul>	Level 3

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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.	<ul style="list-style-type: none"> <li>•Teacher evaluation criteria</li> <li>•Agenda items addressing these strategies</li> <li>•Professional development focused on these strategies</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Surveys results</li> <li>•Interdisciplinary projects</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Surveys results</li> <li>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Administrative classroom observation protocols and logs</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li> <li>•Survey results</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> </ul>	Level 2

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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.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Examples of assessments that prompted modification in instruction</li> <li>•Samples of exemplars used to guide and inform student learning</li> </ul>	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.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Survey results</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> <li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in their children's education are available. School personnel provide information about children's learning.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> </ul>	Level 2

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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 and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•List of students matched to adult advocate</li> <li>•Survey results</li> <li>•Curriculum and activities of formal adult advocate structure</li> <li>•Master schedule with time for formal adult advocate structure</li> <li>•Description of formal adult advocate structures</li> </ul>	Level 4

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.	<ul style="list-style-type: none"> <li>•Evaluation process for grading and reporting practices</li> <li>•Survey results</li> <li>•Sample report cards for each grade level and for all courses</li> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•Policies, processes, and procedures on grading and reporting</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Results of evaluation of professional learning program.</li> <li>•Evaluation tools for professional learning</li> <li>•Survey results</li> <li>•Brief explanation of alignment between professional learning and identified needs</li> <li>•Crosswalk between professional learning and school purpose and direction</li> </ul>	Level 3

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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.	<ul style="list-style-type: none"><li>•Survey results</li><li>•List of learning support services and student population served by such services</li><li>•Training and professional learning related to research on unique characteristics of learning</li><li>•Data used to identify unique learning needs of students</li></ul>	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.**

One of the strongest attributes of North Hall High School's environment of curriculum and instruction is explained in indicator 3.9. Upon entering North Hall High School, each student is assigned a teacher advisor who will serve as that student's advocate throughout their high school career, culminating when the advisor reads the student's name as they receive their diploma during the graduation ceremony. In addition to serving as a student advocate, teacher advisors also provide guidance and oversight during the registration process to ensure that students choose the correct courses to move them towards completion of their four year graduation plan. Evidence of the strength of the teachers as advisors program includes advisement instructions, advisement schedules and student registration documentation. The teachers as advisors program is sustained through the continual review improvement of the advisement

Indicator 3.5 is an area of need for North Hall High School. While the importance of collaborative learning communities is clearly understood, there has not been enough emphasis placed on the establishment and enablement of those communities. Most collaborative learning teams meet either informally, or as part of larger district wide teams. Recently there has been more effort made in collaborative learning initiatives such as peer coaching by experienced teachers, STEM and IB team meetings, and Vertical Teaming collaborations between middle and high school teachers. Future efforts will include scheduling considerations for collaborative teams that will provide much needed mutual planning time for teachers who wish to participate in collaborative teams.

Indicator 3.7 is another area in which North Hall High School can improve. New teachers are assigned mentors to facilitate the process of induction and some effort is made to facilitate peer coaching relationships between teachers. Recent staff survey data suggests that faculty and staff feel that their mentoring and coaching experience did not adequately elevate their instructional proficiency. The leadership team at North Hall High School is active in examining the current teacher induction process, identifying shortcomings of the current model as well as developing a plan for future teacher induction. This plan is evidenced in peer coaching efforts and the new teacher induction program plan that is currently being finalized.

Finally, recent stakeholder survey data indicates that North Hall high school could do a more effective job of engaging student's families and keeping them more informed about learning progress, graduation planning, and important school events as specified in indicator 3.8. The leadership team at North Hall High School is in the process of establishing a communications plan that includes more frequent and personal parent teacher contact, better access to student support staff, and better utilization of the messenger features of it's student information system.

### Standard 4: Resources and Support Systems

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

Overall Rating: 2.86

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Survey results</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•Survey results</li> <li>•School schedule</li> <li>•Alignment of budget with school purpose and direction</li> <li>•School calendar</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Maintenance schedules</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> </ul>	Level 3

**Accreditation Report**

North Hall High School

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.	<ul style="list-style-type: none"> <li>•Budget related to media and information resource acquisition</li> <li>•Survey results</li> <li>•Data on media and information resources available to students and staff</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Assessments to inform development of technology plan</li> <li>•Survey results</li> <li>•Policies relative to technology use</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Student assessment system for identifying student needs</li> <li>•Agreements with school community agencies for student-family support</li> <li>•Survey results</li> <li>•Schedule of family services, e.g., parent classes, survival skills</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> </ul>	Level 3

## Accreditation Report

North Hall High School

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.	<ul style="list-style-type: none"><li>•List of services available related to counseling, assessment, referral, educational, and career planning</li><li>•Survey results</li><li>•Budget for counseling, assessment, referral, educational and career planning</li><li>•Description of IEP process</li><li>•Description of referral process</li></ul>	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.**

An area of strength for North Hall High School in standard four is indicator 4.3, the maintenance of a safe, clean, and healthy environment for students and staff. While North Hall High School is challenged by a building that is over fifty years old in some parts, the effort to maintain clean and safe environment is one of the primary goals of the staff. There is a clear process for requesting building maintenance services, the custodial staff is experienced and dedicated to their difficult task, and safety plans are continually reviewed and revised as needs are identified. North Hall High school is in complete compliance with all safety regulations and codes and conducts monthly safety and evacuation drills to ensure that the staff is well trained to respond in the event of an emergency. Police and fire officials annually inspect the building making recommendations that are used to update the building and emergency response plans. The commitment to ensuring a safe and well maintained building is evidenced by maintenance schedules, inspection results, and building safety and emergency response plans. We are currently streamlining individual job responsibilities on our safety plan to make certain that clear lines of communication exist. The limited scope of the technology infrastructure as illustrated by indicator 4.5 is an area in which North Hall High School has some opportunity for improvement. North Hall High School is in the earliest stages of it's instructional technology plan and as a result the instructional technology available to students is somewhat limited. Recent efforts to improve the instructional technology infrastructure include adding display capabilities to every instructional space in the school, purchases of tablet and laptop computers, and most recently each staff person was assigned an iPad and AppleTV for their classrooms. Future plans for technology improvements include the release of system wide student learning platforms, installation of short throw projectors, more student devices, and additional staff training to improve the utilization of instructional technology in the classroom. Artifacts of evidence for indicator 4.5 include information related to the recent technology update, computer usage policies, and stakeholder survey results.



## 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: 2.8

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.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Survey results</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Evidence that assessments are reliable and bias free</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Written protocols and procedures for data collection and analysis</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> </ul>	Level 3

**Accreditation Report**

North Hall High School

<b>Indicator</b>	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
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.	<ul style="list-style-type: none"> <li>•Policies specific to data training</li> <li>•Professional learning schedule specific to the use of data</li> <li>•Documentation of attendance and training related to data use</li> <li>•Survey results</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> </ul>	Level 2

<b>Indicator</b>	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
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.	<ul style="list-style-type: none"> <li>•Student surveys</li> <li>•Agendas, minutes of meetings related to analysis of data</li> <li>•Description of process for analyzing data to determine verifiable improvement in student learning</li> <li>•Examples of use of results to evaluate continuous improvement action plans</li> <li>•Evidence of student readiness for the next level</li> <li>•Evidence of student growth</li> <li>•Evidence of student success at the next level</li> </ul>	Level 3

# Accreditation Report

North Hall High School

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.	<ul style="list-style-type: none"><li>•Minutes of board meetings regarding achievement of student learning goals</li><li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li><li>•Survey results</li><li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li><li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li><li>•Executive summaries of student learning reports to stakeholder groups</li></ul>	Level 3

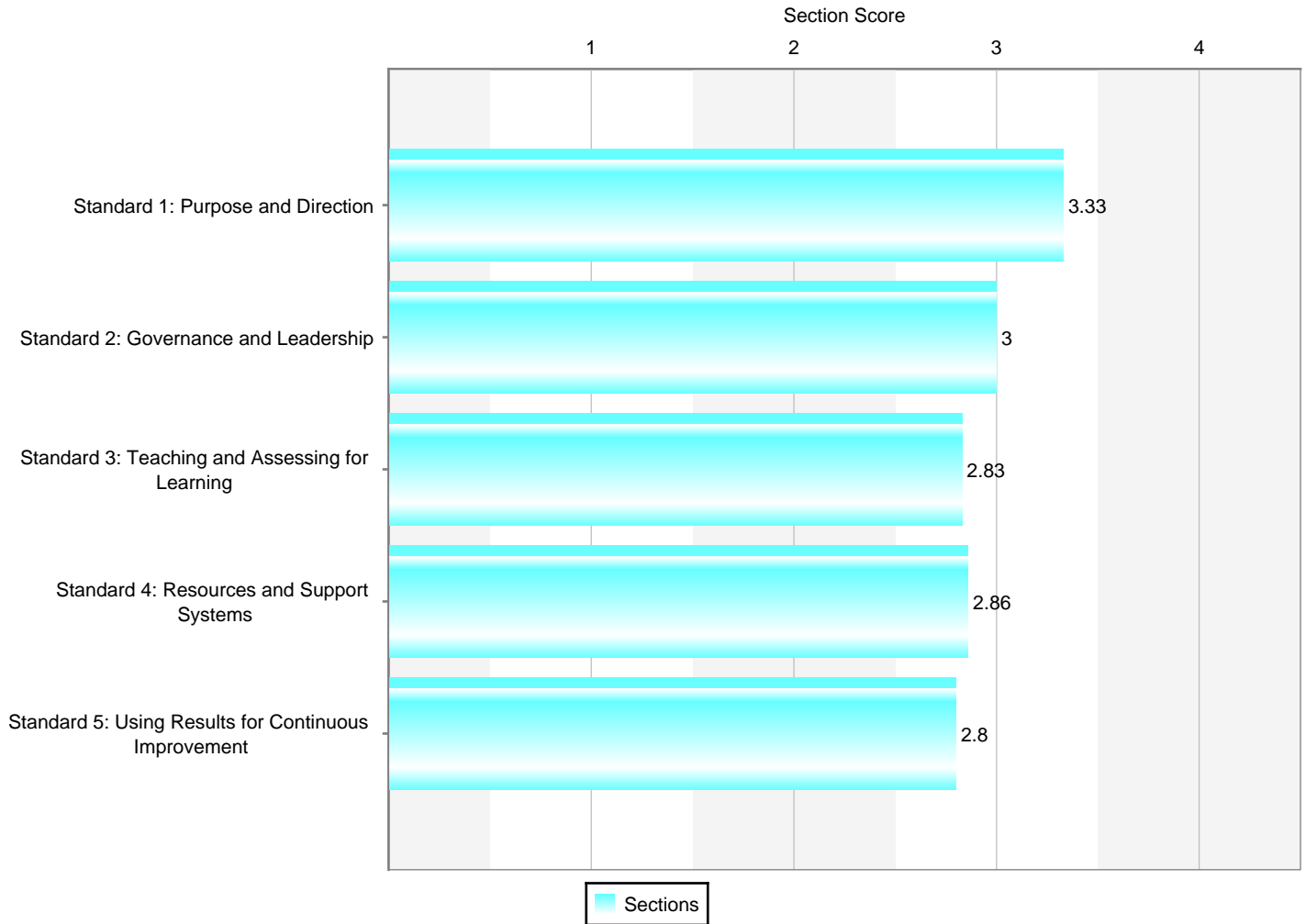
**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members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

Indicator 5.1 refers to the establishment of a clearly defined and comprehensive assessment system, something that has recently become an area of strength for North Hall High School. Teachers at North Hall High School assess student growth and achievement through a variety of internally and externally developed tools. Student growth is measured through state written End of Course tests and Student Learning Objective tests written collaboratively by content area teachers in the district. In addition to externally developed tests, language arts, math, and science teachers collaboratively develop and implement standards based assessments to inform them of student growth and guide instructional decisions. Sustainment efforts for assessment include continued collaboration for formative assessment development and participation in Student Learning Objective revision by content area faculty members. Examples of data that can serve as evidence include state End of Course test data, Student Learning Objective test data, examples of teacher developed assessments, and policies associated with the administration of the aforementioned assessments.

Recent availability of longitudinal student data has made it a valuable tool for the leadership and instructional staff at North Hall High School. Faculty utilization of data described in indicator 5.3 can be improved upon in the future by more rigorous and consistent training related to the analysis and use of student data to guide curriculum and instruction. Current professional development efforts have included information sessions on accessing and interpreting longitudinal data found in the student information system. Examples of current training efforts can be seen in meeting and professional development agendas and policies related to data evaluation and utilization.

## Report Summary

### Scores By Section



# **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		Survey Administration Student Surveys Staff Surveys Parent Surveys Stakeholder Feedback Document

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Some 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 modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). 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 well analyzed and clearly presented.	Level 4



## Areas of Notable Achievement

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

Based on the results of parent, student, and staff surveys, North Hall High School had some areas of notable achievement. Common themes among all surveys were found in areas of Standard 1: Purpose and Direction, Standard 2: Governance and Leadership, and Standard 3: Teaching and Assessing for Learning. Each survey also had areas rated particularly strongly by individual stakeholder groups.

One area that parent and student stakeholder groups agreed upon was in the purpose and vision of North Hall High School, described in standard 1.1. Parents rated the questions most closely tied to indicator 1.1 with an average score of 3.8. The average staff score for the question most closely aligned with standard 1.1 was 4.78. Student stakeholder questions aligned with indicator 1.1 were also responded to favorably. All stakeholder groups also generally agreed with statements related to indicator 3.1 reflecting the general belief that the school offered them a challenging curriculum. Student stakeholders' average score for the question most closely aligned with indicator 3.1 was a 3.86. Students responded to the statement "My school provides me with challenging curriculum and learning experiences." with an average score of 3.86.

A majority of parent stakeholders felt positively about indicator 4.6 agreeing that the school offered their child activities that matched their interests as well as indicator 4.3 agreeing that the school provided a safe learning environment. Student stakeholders rated Indicator 2.4 strongly positive, agreeing that the school administration and faculty had high expectations of them. Indicator 1.3 was rated favorably by staff, who agreed with the statement that the school had a continuous improvement process that was based on data, goals, actions, and measures for growth

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

There is currently only one stakeholder satisfaction survey that has been administered, making it difficult to quantifiably identify any trends toward increasing stakeholder satisfaction or approval. Data does indicate a generally high level of approval by all stakeholder groups.

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

Other stakeholder feedback sources such as surveys given to faculty for the purposes of self assessment are consistent with findings related to indicators 1.1 and 2.4, each of which is correlated to the schools purpose and direction. The school cabinet reached consensus on ratings for each indicator based on a number of data sources. The cabinet rated indicator 1.1 at a score of 3 and indicator 2.4 with a score of 4. Stakeholder satisfaction surveys all rated statements about the school's purpose and vision with high levels of agreement.

## **Areas in Need of Improvement**

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

Parent stakeholder satisfaction surveys indicated that there were some areas for concern in Standard 3: Teaching and Assessing for learning. Statements regarding engagement of families and communication about student progress had the some of the lowest levels of agreement found in the survey, indicating that parents did not feel that North Hall High School was performing up to their expectations in the area of indicator 3.8. Parents also felt that indicator 3.8 was an area of need evidenced by low ratings of agreement with the statement that "All of my child's teachers meet his/her learning needs by individualizing instruction."

While the majority of students surveyed felt that North Hall High School provided them with a safe and orderly learning environment, some students did not agree with the statement "In my school students respect the property of others." Indicating that there was some level of dissatisfaction with the school's performance in Indicator 3.4. Students also did not feel that students did not often help each other suggesting that there is room for improvement in standard 3.7.

Staff survey results were generally positive in nature, suggesting satisfaction with most aspects of the school climate at North Hall High School. Staff did feel that the school could provide more opportunities for collaborative learning communities as described in indicator 3.5. Teachers also expressed that indicator 3.10 was an area of need by responding to survey questions related to consistent grading and reporting policies with lower degrees of agreement.

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

Only one year of stakeholder satisfaction data is available, making it difficult to identify any quantifiable trends in any particular areas of decreasing stakeholder approval or satisfaction.

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

In a school community, stakeholder perceptions are a very real force that can have significant ramifications. If stakeholder perceptions are positive in nature it is very likely that the school will enjoy the support of parents, students, and staff as the school moves forward toward fulfilling its purpose. Negative stakeholder perceptions can result in an erosion of the community's confidence in the school and thus make meaningful change a difficult proposition. Stakeholder satisfaction surveys can serve as an important barometer of the stakeholder's general disposition as well as define areas in which the school can improve.

The primary mechanism of stakeholder perception data collection was the stakeholder satisfaction survey. As a result of the survey administration, North Hall High School was able to define specific areas in which the satisfaction of at least one stakeholder group was of concern. In addition, areas in which all stakeholder groups were dissatisfied were identified by the team responsible for the evaluation of stakeholder satisfaction data.

Standard 3: Teaching and Assessing for learning was identified as one of the most significant areas of concern regarding stakeholder satisfaction. Indicator 3.8 was rated lowest among parent surveys and when given the opportunity to identify areas in which North Hall High School could improve, the vast majority of comments centered around the perceived lack of engagement between the school and parent stakeholders. North Hall High School should evaluate its current communications protocols and adjust its communication plans accordingly.

Additionally Indicators 3.5 and 3.7 reflected concerns that teachers had regarding the availability of professional growth and learning

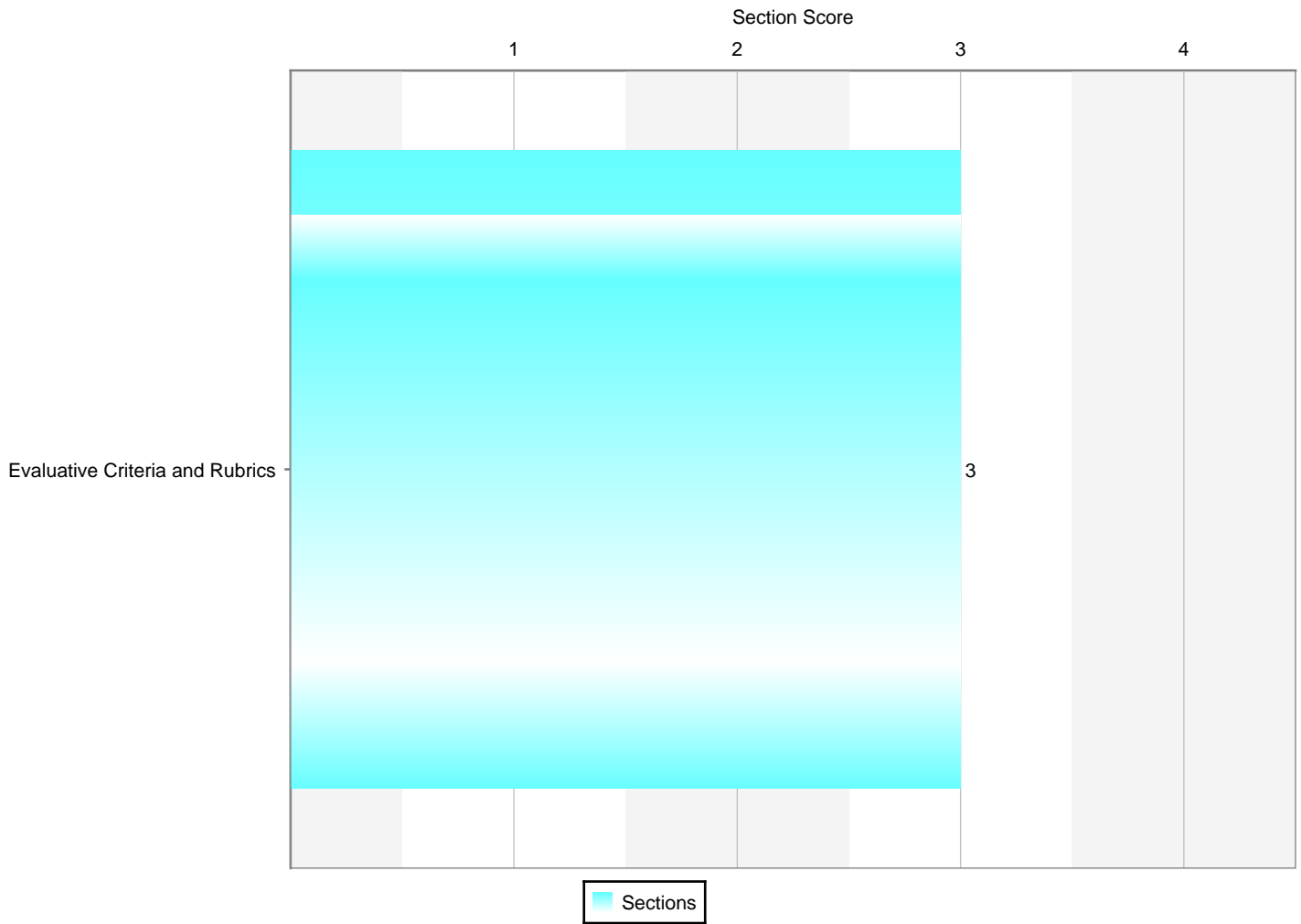
opportunities including collaborative learning teams, induction, and support programs. North Hall High school must evaluate how it is initiating and perpetuating the professional growth of its teachers.

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

The stakeholder feedback sources most closely associated with the stakeholder satisfaction survey are the stakeholder survey administered as part of the self-assessment and an open response survey administered to teachers designed to ascertain what North Hall High School did well or could do better. Both assessment tools were administered electronically using a combination of web-based polling applications. The primary point of commonality in both the stakeholder satisfaction survey and the self-assessment poll was found in indicator 3.8. In both tools, parent stakeholders awarded their lowest satisfaction ratings in the school's efforts to engage families and inform them of their students' progress toward learning goals. Additionally, the school cabinet responsible for the self-assessment awarded its lowest rating of 2 in indicator 3.8. Another area of agreement was found in the teacher open response survey that indicated a desire for more planning time, a concern that is congruent with the results of the staff stakeholder survey in which indicators 3.5 and 3.7 were rated low.

## Report Summary

### Scores By Section



# **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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		NHHSEOCTSubgroupScorecard2013-14 NHHS CCRPI Calculator 2013 NHHS Student Performance Data Document

## Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	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 well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

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



## Areas of Notable Achievement

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

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

One area of notable achievement for our school is in the graduation rate. Our four year and five year graduation rates far exceed the state and national averages. Our Scholastic Aptitude Test (SAT) scores are the highest in the Hall County System. The number of students that we have participating in Dual Enrollment is increasing exponentially over the last three years. Our total score on the ACT continues to improve each year for the last three years. Our College and Career Readiness Performance Index Score is relatively high when compared to similar schools.

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

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

One area showing a positive trend in performance for our school is in the graduation rate. Our four year and five year graduation rates have increased during the last three years. Our Scholastic Aptitude Test (SAT) scores went up from 20133 to 2014. The number of students that we have participating in Dual Enrollment is increasing exponentially over the last three years. Our total score on the ACT continues to improve each year for the last three years. We are trending upward in six End Of Course Tests at our school.

### Which area(s) indicate the overall highest performance?

3. Which area(s) indicate the overall highest performance?

The areas at North Hall High School showing the highest overall performance are 4 and 5 year cohort graduation rates, SAT scores, ACT scores, Georgia High School Writing Test scores, and English End of Course Tests.

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

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

We are seeing increases for our All Student, White, Economically Disadvantaged, Hispanic, and Student with Disabilities Subgroups in a variety of testing data. As our overall numbers increase, our subgroup data also increases.

### Between which subgroups is the achievement gap closing?

5. Between which subgroups is the achievement gap closing?

The Hispanic subgroup is closing the achievement gap on graduation rate and four EOCT courses. The students with disabilities subgroup is closing the gap in four out of six EOCT courses. The economically disadvantaged subgroup is closing the gap in four EOCT courses and with the graduation rate.

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

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

The data found on the College and Career Readiness Performance Index, the Governor's Office of Student Accountability, the state longitudinal data system, and our balanced scorecard are all consistent in identifying our strengths as a school.

## Areas in Need of Improvement

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

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

Our Biology and U.S. History scores dipped in 2013 and recovered in 2014. Our Physical Science and Coordinate Algebra End of Course Test scores were below our expected levels of performance for 2014. Our Advanced Placement test scores are not attaining expected levels of performance. Our percentage of seniors that are pathway completers has gone down for the past three years.

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

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

Our Biology and U.S. History scores dipped in 2013 and recovered in 2014. Our Physical Science and Coordinate Algebra End of Course Test scores are trending down for 2014. Our Advanced Placement test scores trended down in 2013 and have trended back up for 2014. Our percentage of seniors that are pathway completers has trended down longitudinally for the past three years.

### Which area(s) indicate the overall lowest performance?

3. Which area(s) indicate the overall lowest performance?

Our lowest performance is seen on our percentage of students that are earning a 3 or higher on the Advanced Placement Exam. Our Coordinate Algebra scores are low as well. Sixty-eight percent of our full academic year students are showing typical or high growth on the states student growth percentiles based on End of Course Test scores.

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

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

The Hispanic subgroup is decreasing performance on four EOCT courses. The students with disabilities subgroup is decreasing performance in two out of six EOCT courses. The economically disadvantaged subgroup is decreasing performance in three EOCT courses.

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

5. Between which subgroups is the achievement gap becoming greater?

The Hispanic subgroup is increasing the achievement gap on four EOCT courses. The students with disabilities subgroup is increasing the gap in two out of six EOCT courses. The economically disadvantaged subgroup is increasing the gap in three EOCT courses.

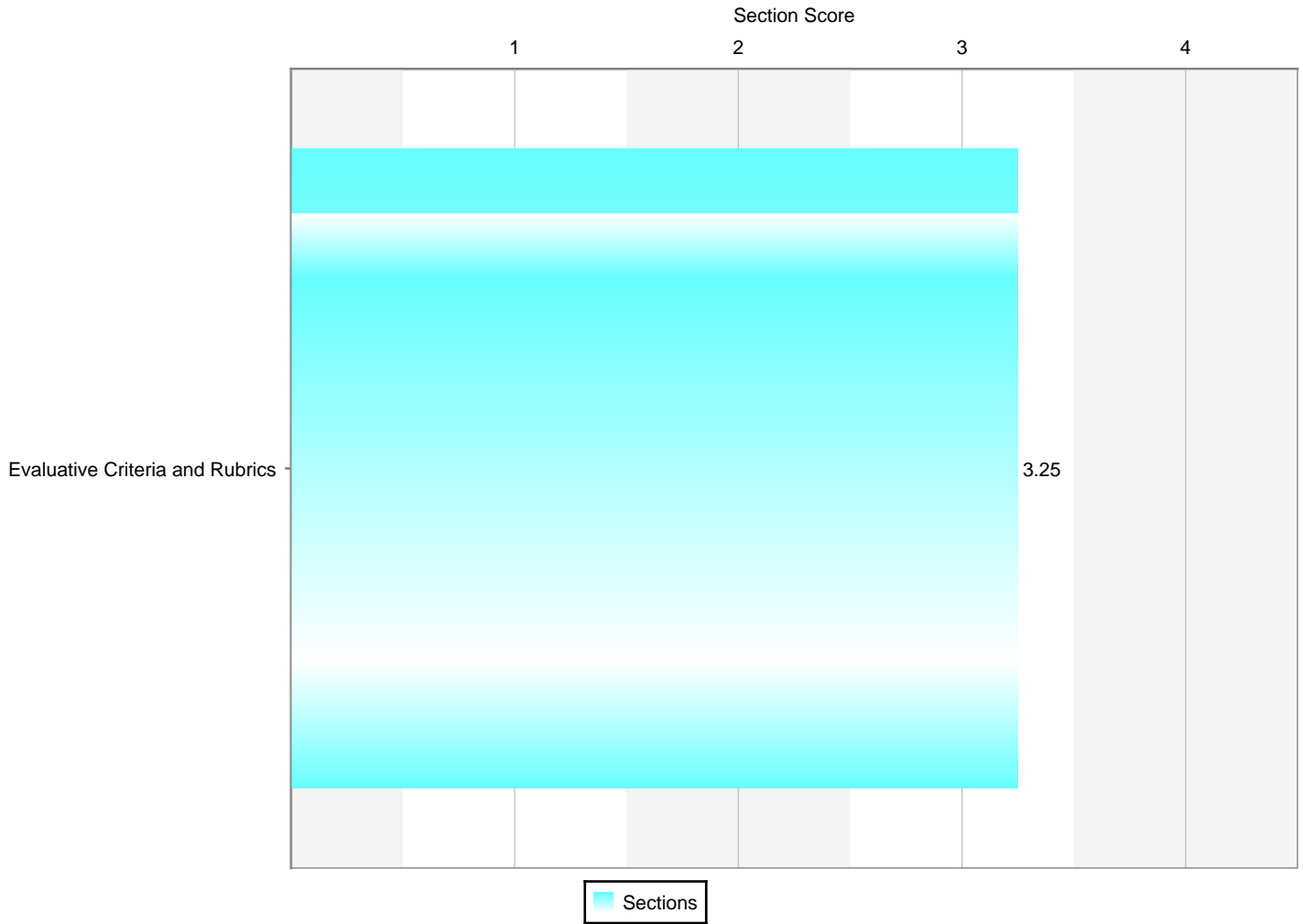
**Which of the above reported findings are consistent with findings from other data sources?**

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

The data found on the College and Career Readiness Performance Index, the Governor's Office of Student Accountability, the state longitudinal data system, and our balanced scorecard are all consistent in identifying our greatest areas of need as a school.

## Report Summary

### Scores By Section



# **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		



# Accreditation Report

North Hall High School

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 2013-2014 45 day action plan School Improvement Plan 2014-2015