Accreditation Report

South Hall Middle School

Hall County School System

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Executive Summary

Introduction

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

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

Description of the School

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

South Hall Middle School is one of the two largest middle schools in Hall County with 1242 students. We are a unique middle school in that we have two campuses, one that houses our regular programs with 1,002 students, and the other three miles away that houses the Da Vinci Academy with 240 students. When the statistics are joined together, it looks as if we are 65% minority with a larger gifted population (17.6%), but this is not the case if separated geographically: the South campus has 75% minority and 5.5% gifted, while Da Vinci Academy has 22.5% minority and 67.5% gifted. The free/reduced lunch rate is approximately 65%, and is much higher on the South campus. The South campus communities range from an upper scale golf club to mobile homes housing two or more families, while Da Vinci Academy's community is one created from all areas of the county as students are chosen based on several application criteria. Each campus's community must be built and shaped because students come many elementary schools (South -6; Da Vinci - 14). On both campuses, there are non-English speaking parents, mainly from Hispanic and Asian cultures.

The only change that has occurred during the last three years is that our Da Vinci campus is now shared with another school's academy - World Language Academy grades 5-8.

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.

Working at South Hall Middle School is a privilege and a responsibility. While some shy away from challenge, we face it every day, most of us with smiles on our faces and determination in our hearts. First, we coach adolescents, those creatures who change every day - no, every minute of every hour - and have no idea of what they want out of life past this moment. Second, we war against poverty. We have students who lack every kind of resource - material goods, the ability to learn, little or no support system, low self-esteem, and no role models when they leave our block and brick walls. Finally, we connect with students who come from many cultures, requiring us to embrace students whose values and behaviors may not line up with what we have always known or been taught, yet we seek to enrich their lives by teaching all to get along because that's what will make our world a better place. We must working together as a team. That's a group that has many voices but ONE heart. We need one heart in each of these values:

-We understand the developmental uniqueness of the group we serve, the curriculum we teach, and effective learning and assessment strategies.

-Our school must be inviting, supportive, and safe, a joyful community that promotes in-depth learning and enhances students' physical and emotional well-being. Human relationships are paramount. All adults in our building will be advocates, advisors, and mentors.

-We must hold ourselves and our students to high expectations. As we embrace the positive yet demanding changes of standards-based classrooms, it will take us working as teams to create the types of learning that will engage students in the hard work that relevant inquiry requires. Planning time is not a "break" from teaching; it is a time to roll up our sleeves and dig in together to learn high quality teaching approaches that enhance and accommodate the diverse skills, abilities, and prior knowledge of our students, and draw upon their learning styles.

-Our assessments and evaluations will promote quality learning. Continuous, authentic, and appropriate assessment and evaluation provide evidence about every student's learning progress. Grades alone are not adequate to paint the picture of learning.

Teachers are supported by:

-Leaders who continually strive to understand adolescents, the society, and the theory and practice of standards-based education.

-Leaders who follow written policies to maintain an environment in which safe and peaceful interactions are expected.

-A principal who realizes the culture of the school is dependent upon her actions of advocating, nurturing, and sustaining an effective instructional program, influencing student achievement and teacher effectiveness.

The Middle School Philosophy is designed to address the unique needs of young people as they pursue the path to young adulthood. This segment of the total school population is the most heterogeneous in nature; therefore, educators must meet the needs of students who are not quite children and yet not quite adolescents. The key to the middle school concept is to provide a comprehensive instructional program that will bridge the gap between the childhood phase of the educational program and those designed for the adolescent.

 Consideration of the many differences in children is imperative in providing for the intellectual, social, and physical development of each individual. It must be recognized that children develop and mature at different rates and require varied programs to accommodate their different abilities and needs.

 It is of vital importance that children not only attain knowledge within the school, but that this knowledge is such that they can become contributing members of their society and environment. Intellectual content within the curriculum should be balanced with opportunities for social growth and physical development.

 Democracy is the cornerstone of our society. Our school should nurture the principles of democracy and the values that foster love and respect for the country in which we live.

The school should be a part of the community and the community a part of the school. Unity within the entire educational community--parents, teachers, and administrators--is of vital importance. It is also of utmost importance to secure the support of the community for the programs of the school.

It is the task of the school to prepare our children intellectually, socially, and culturally so as to assure a better society. Competency in reading and math--the focus of so much No Child Left Behind (NCLB) testing--is the meager minimum. Scientific and technical skills are, likewise, utterly necessary but insufficient. Today's economy demands not only a high-level competence in the traditional academic disciplines but also what might be called 21st century skills. Here's what they are:

Knowing more about the world . . . needing workers who are "global trade literate, sensitive to foreign cultures, conversant in different languages" . . .GLOBAL AWARENESS

Thinking outside the box . . .Kids also must learn to think across disciplines, since that's where most new breakthroughs are made . . .CREATIVITY

Becoming smarter about new sources of information . . .kids need to rapidly process what's coming at them and distinguish between what's reliable and what isn't . . .CRITICAL and ANALYTICAL THINKING

Developing good people skills . . . "We have to emphasize communication skills, the ability to work in teams and with people from different cultures." INTERPERSONAL COMPETENCE

(Paraphrased from Time Magazine, How to Bring Our Schools Out of the 20th Century December 10, 2006 and Fischbowl Blog: It's About Time, December 11, 2006)

Mission

It is our Mission to offer all students the opportunity to learn, to grow intellectually, emotionally, socially and physically in a caring, safe, and challenging environment.

Vision

South Hall Middle School provides a caring, safe, and challenging learning environment for students. The curriculum is aligned to the Common Core Georgia Performance Standards, and students' mastery of this curriculum is assessed continuously through best practices, including state mandated assessments but more so through formative assessments for each essential concept and followed by tiered instruction based on those results. The instructional delivery will be standards-based practices that meet the needs of our diverse student population. Work designed for students is of high quality and promote the creativity, critical thinking skills, cultural awareness, and people skills necessary to succeed in a rapidly changing global society, thus developing 21st Century learners.

Our Beliefs

-We believe every learner should be actively engaged and provided grade-appropriate, differentiated instruction, and multiple paths to understanding content.

-We believe every student is a unique individual who needs a secure, caring, and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially.

-We believe students mature and develop healthily when they, parents, and school personnel collaborate.

-We believe every student should be taught 21st century learning skills to promote learning for the future.

-We believe every student should be taught how to learn, not simply what to learn.

Notable Achievements and Areas of Improvement

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

In 2013, South Hall Middle School was named a Title I High-Progress Reward School. To earn this award,we displayed significant progress in improving student achievement and made significant progress in closing the achievement gaps of our minority students, mainly Hispanic. Beyond that type of reward, the majority of our teachers have now learned how important formative assessment and differentiation based on those results are for student learning. We have focused on Tier I instruction, attempting to meet the needs of all children in the regular classroom. Our classrooms are much more student-centered than they have ever been, and computers have been moved from labs into classrooms for daily access by students.

In the next three years, our focus will be more rigorous, scaffolded, authentic lessons, with higher order thinking skills and questioning built in. Many of our faculty are interested in studying authentic learning methods and then creating academies; we are currently exploring our options. We still have a way to go for technology to become useful, efficient tools that students use to learn deep content.

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 schedule provides an additional class period in which students rotate through their four academic classes for enrichment and remediation Monday through Thursday. Teachers who use the extra time for targeting students' specific needs find it to be a strong way to grow their students' knowledge and skills. While some would like for the schedule to return that "extra" time to each academic class period and have shorter Connections and Physical Education classes, we cannot make that change without removing many students' abilities to start high school with Carnegie units in one or more of the following areas: Foreign Language (either Spanish I and II or Spanish for Native Speakers I and II), Business and Technology, Culinary Arts, 9th Fitness/Health, Intermediate Band, and Visual Arts Comprehensive I. More than 90% of our 8th graders are involved in at least one of these courses, and we have about a third or more of our 8th graders who take academic Carnegie courses like Accelerated Coordinate Algebra/Geometry, Ninth Literature and Composition, and 9th Physical Science. Many schools hold these courses for their highest levels of students, but South Hall Middle School views these as investments in helping a wide range of students complete high school. Of course, we do have a solid group of students each year who are very capable of carrying six Carnegie courses, and our goal for those is specifically to prepare them as candidates for the Johnson International Scholars Academy (JISA) and then continuing in the International Baccalaureate program offered during the junior and senior years.

Because the vast majority of the students on the main campus are dependent on school transportation, they are not able to arrive early or stay late for clubs or other extra-curricular activities. Therefore, our faculty offers clubs and leadership opportunities to students a couple of times a month during our "extra" period. Each grade level surveys students about their interest, and then students receive one of their top two choices. Students then attend these clubs between eight and fifteen times a school year.

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	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.	•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	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.

Areas of Strength

Our statement of purpose at South Hall Middle School is, "It is our mission to offer all students the opportunity to learn, to grow intellectually, emotionally, socially and physically in a caring, safe, and challenging environment."

The staff feels that the overall process to review, revise, and communicate the school's purpose is a strength (1.1). The process is documented, formalized and implemented on a regular schedule. We revisit our mission and belief statements annually as an entire faculty to ensure that these statement are still applicable and truly represent our beliefs.

Stakeholders feel the purpose statement clearly focuses on student success (1.1). This was evident in the self-assessment and the parent and staff surveys. We at SHMS define success by the development of the whole child. Not only do we place a strong emphasis on traditional academic subjects, but also in the arts, career classes, and physical education. Most of our students earn at least one high school credit in these areas before entering the 9th grade. Many students (approximately 60) are also able to earn two high school credits in foreign language in support and development of cultural diversity and sensitivity at SHMS.

Teachers also feel that evidence indicates we have a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills (1.2). This is a focus of our current and past school improvement plans under the heading of higher order thinking skills. This year teachers are participating in professional learning on many topics to improve these areas, such as student engagement, growth mindset, productive struggle, and scientific inquiry, among others. These are differentiated by the needs of the individual teacher.

Actions to Sustain Areas of Strength

For continuous improvement in in the areas of Standard 1, we must continue to comprehensively review our mission and beliefs annually. As part of this process, we need to make a greater effort to improve the visibility of these statements and get greater stakeholder feedback into the process and product. The leadership and staff at SHMS strive to support a culture based on shared values about teaching and learning. We need to seek opportunities and means to get that message to all stakeholders.

The faculty at SHMS must also continue to grow professionally in support of our vision. We should continue to offer a range of topics to improve student engagement, focus on depth of understanding, and the application of knowledge and skills, all based on current research and teacher readiness.

Areas in Need of Improvement and Plans to Improve

While SHMS has many areas of strength within Standard 1, there are some areas in need of improvement. The self-assessment revealed that the faculty feels that only some stakeholder groups are engaged in the process of continuous improvement (1.3). We must attempt to broaden our scope to gain greater input from a larger number of stakeholders.

The faculty also felt that the profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose, but they may not be fully analyzed. In the future teachers need to be informed and included in the process of the analysis of data as a means to drive the school improvement process.

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 •Staff handbooks •School handbooks	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Proof of legal counsel •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies •Historical compliance data •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.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan	Level 3

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

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

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

There are many areas of strength in the governance of the Hall County school system. The district is well organized with clearly defined responsibilities of its leaders both at the central office and school levels. Board policies governing policies, procedures, and practices are in place and followed by BOE members. Hall County schools have been out front in the state initiative to test and implement the new teacher evaluation system. Board policies are well written and meet both state and federal regulations. At the school level there exists a well written

mission statement that establishes the expectations of all stakeholders. Board policy supports the school's purpose and direction. There is district level support regarding professional growth for all staff members at SHMS. There is clear direction for fiscal management of the school with appropriate district oversight. School level rules and expectations are clearly stated in the student handbook/agenda which is issued to all students and available to stakeholders for inspection. (2.1)

The Hall County Board of Education (BOE) has in place a process to ensure that it functions within the guidelines of the law and directives of the state. Members do participate in a systematic, formal professional development process to remain aware of and up to date on their roles and responsibilities within the district. There is a defined code of ethics and members work in an environment free of conflict of interest as established by written board policies dealing with roles and responsibilities of members. . Members do work cohesively and follow written policies, procedures, and laws. All staff at both the district and school level each year are required to view a program which outlines the mandated code of ethics, responsibilities and conflict of interest. (2.2)

Policies are in place to give school leaders autonomy to accomplish goals in student learning and instruction. Day to day operation of the school is the responsibility of school level leaders. There is not a problem of board member intrusion into the operation of the individual school. The school's goals and missions are clearly stated in the school improvement plan which is communicated to and available to the school's stakeholders. Input and feedback from stakeholders is welcomed and communicated to appropriate parties. (2.3)

Decisions made at the school level are aligned toward continuous improvement toward achieving the school's purpose. There is an expectation that all students will be held to a high academic standard in all classes. All stakeholders at the school level are collectively accountable for student learning and growth. Innovation and collaboration are encouraged and expected. The school's improvement plan is based on the school improvement plan which was developed by members of all stakeholder groups with continuous academic and cultural improvement in mind. All stakeholders have the opportunity to share in the leadership of the school. The school leadership team is representative of all staff members, parents and other stakeholders. All aspects of the school's academic environment are represented on the leadership team. (2.4)

However, decisions and actions are not always deliberately and consistently put into place with the school's continuous improvement in mind. Not all students are held to the same high standard of expectation in all classes. All stakeholders are not held accountable for student learning. There is not a sense of community for all stakeholders. Innovation, collaboration and professional growth are optional.

Members of all stakeholder groups have the opportunity to participate and share in shaping the school's decisions and vision. All groups are encouraged to collaborate on improving the school's growth and community. Efforts by school leaders have led to an increase in participation by various stakeholder groups. Each grade level in the school developed a compact which states the expectations of teachers, parents, and students of that grade. (2.5)

Communication with all stakeholder groups is not consistent or effective. Input and feedback are not solicited before decisions are made concerning the school's purpose and direction. Attempts to get greater involvement from stakeholder groups are inconsistent and have failed to foster a strong sense of community, ownership and involvement.

All established district and state regulations involving the evaluation of teachers is implemented and practiced at the school level. The expectation is in place that results of student performance will be used to tailor and improve teaching and instruction. Staff is expected to monitor student performance and adjust according to mastery and needs. (2.6)

Supervision and evaluation processes are not consistently and regularly implemented throughout the school. All supervision and evaluation criteria are not carefully analyzed and used to monitor and adjust professional practices which in turn ensure student learning.

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: 2.42

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Survey results •Lesson plans •Posted learning objectives •Course schedules •Course descriptions	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from 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.	•Curriculum guides •Common assessments •Surveys results •Products – scope and sequence, curriculum maps •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 sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Teacher evaluation criteria •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Surveys results •Administrative classroom observation protocols and logs	Level 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.	•Calendar/schedule of learning community meetings •Survey results •Examples of improvements to content and instructional practice resulting from collaboration	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 •Examples of assessments that prompted modification in instruction	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.	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.	•Survey results •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices	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 meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	•Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.	•Survey results	Level 1

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.	•Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting	Level 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.	•Survey results •Brief explanation of alignment between professional learning and identified needs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	•Survey results •List of learning support services and student population served by such services •Data used to identify unique learning needs of students	Level 2

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

Areas of Strength

Consensus among staff members reveals three areas of strength in curriculum, instructional design and assessment practices. The school 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 (3.1). Common Summative Assessments support consistent, high learning expectations throughout the school. Many 8th graders are enrolled in Carnegie level classes and some are enrolled in multiple Carnegie level classes for which the majority will receive high school credit. Other instructional supports include math and reading connection classes, Saturday School, and Knight Time. Teachers strive to engage students in meaningful and varied task that require higher order thinking. School leaders monitor and support the improvement of instructional practices of teachers through supervision and evaluation procedures (3.4).

Additionally, school leaders are mindful of best instructional practices when conducting professional learning and are careful to differentiate instruction based on staff needs, interest and learner preferences (i.e. independent or collaborative study, use of technology, etc.). Instructional practices are further supported by the school's strength in participating in a continuous program of professional learning (3.11). Examples of professional learning for all staff include the use of Thinking Maps, Questioning Sequences and Differentiation. Although staff members participate in multiple professional learning activities each year, collaboration among staff across grade levels and content areas that promote productive discussion about student learning such as examination of student work, reflection, study teams and peer coaching is limited (3.5).

Actions to Sustain Strengths

The school will continue to provide students with challenging and equitable learning experiences by maximizing the number of students who can successfully participate in advanced courses and Carnegie Unit classes. Use of common grading and reporting policies, processes and procedures that are based on clearly defined criteria need to be more consistently implemented (3.10).   Curriculum, instruction and assessment will be monitored and adjusted to ensure both horizontal and vertical alignment (3.2). Professional Learning needs will continue to be identified and implemented based on our School Improvement Plan. Teachers will continue to evaluate and improve formative assessments and differentiated lessons based on analysis of data. Collaborative learning communities will be expanded to include all content areas and grade levels to promote a deeper discussion about student learning (3.5).

Areas of Weakness

The staff identified instructional strategies that ensure achievement of learning expectations as a weakness because of a lack of interdisciplinary study, student self-reflection and development of critical thinking skills (3.3). Other instructional processes that need to be used by all staff include use of exemplars and providing students with specific and timely feedback about their learning (3.6). Instruction and student support services could be further improved by addressing the unique characteristics of learning such as learning styles, multiple intelligences, personality type indicators, etc. (3.12)   Areas of weakness also exist in mentoring, coaching and induction programs that support instructional improvement (3.7). Few staff members are engaged in these activities and there are no valid and reliable measures in place to evaluate them. The school also lacks 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 (3.9). Although school personnel do participate in a variety of activities that allow them to build relationships over time with students, there is no formal structure that allows members to gain insight into and serve as an advocate for all students' needs regarding learning skills, thinking skills and life skills.

Plan to Improve Areas of Need

To improve mentoring, coaching and induction programs, ILT will schedule monthly meetings with new personnel to ensure that they understand and implement the school's values and beliefs about teaching, learning and the conditions that support learning (3.7). A more formal structure whereby each student is well known by at least one adult advocate in the school who supports the student's educational experience is needed (3.9). Instructional practices could be revised to include interdisciplinary study, student self-reflection, exemplars to guide student learning (3.3), development of critical thinking skills (3.6), and student support services for all students that include the unique characteristics of learning (3.12).

Standard 4: Resources and Support Systems

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

Overall Rating: 3.14

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	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.	•School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff	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 •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 collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	•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 4

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	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel 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.	•Survey results •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Description of IEP process •Description of referral process	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.

Both our district and our school are strong in supporting South Hall Middle stakeholders with appropriate and plenteous resources to further our students' academic success.

There are policies, processes, and procedures that allow school leaders access to hire, place, and retain highly qualified and support staff, and each spring the principal completes a projection report listing the numbers and roles of personnel needed to support and sustain education to share with system leaders. Fiscal resources are provided for critical positions required to achieve the school's purpose and direction. However, the processes for hiring and retaining personnel could be more clearly defined, and it would be beneficial if there were sustained resources for funding all positions necessary within the school. (4.1)

The processes for hiring and retaining personnel needs to be maintained with updated information and clarification. Sustained resources for funding all positions necessary within the schools should be a projected consideration in the system budget. (4.1)

The majority of instructional time, available material resources, and fiscal resources support the school's goals.   The students' instructional needs can be met through those allocated resources. Classroom instructional time and teacher planning time benefits from protection from disruption. There are some concerns to the length of the classes. Connection teachers have concerns about classroom interruptions now that they have Student Learning Objectives. Counselor Guidance Sessions and other school needs must be considered with these new academic expectations for Connections teachers.

South Hall Middle School's facilities are safe, clean, and healthy for all students and staff. Our custodians do exceptional work each day. We strive for all stakeholders to take ownership and responsibility for their school's cleanliness. Students clean their own lunch tables and floor area after eating: the South Hall Way describes how students can keep our school clean and healthy. Hall County has an efficient maintenance staff who handles their work orders in a knowledgeable and timely manner (4.3)

South Hall Middle School's media center has a vast collection of print and digital materials. The school has a wide range of materials that meet the differentiated needs of our learners. Students and faculty have full access to a variety of both hard copy and technology to enrich their academic experiences. As South Hall continues to add to its technology capabilities, additional qualified personnel will be required to effectively assist all stakeholder groups in their instructional technology academic pursuits.

South Hall Middle has an incredible amount of technology to assist faculty and staff in meeting the needs of our stakeholders. Our district is supportive and provides a modern and functional infrastructure. As technology needs continue to change, it expected that our system will continue to provide the school with relevant support and up-to-date infrastructure.

Our counselors and other support staff have processes in place or provide/coordinate programs to ensure that we meet the physical, social, and emotional needs of all students. There are strong processes in place to serve our students in counseling, assessment, referral, educational and career planning needs. Working with as many poverty students as we do requires that all of these services are fully functional to allow students to have opportunities to overcome many of the disadvantages in which they live and learn from. We need to validly and reliably measure those programs and use the data to evaluate them to be able tweak or overhaul them to more effectively meet our students' many needs, and we need to ensure that we have a clearly defined, systematic process for determination of needs.   (4.6 and 4.7)

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.	•Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free	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.	Few or no professional and support staff members are trained in the evaluation, interpretation, and use of data.	•Survey results	Level 1

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 •Evidence of student growth	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 and in appropriate degrees of sophistication for all stakeholder groups.	•Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals	Level 4

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

Areas of Strength

The staff of South Hall Middle School is dedicated to promoting continuous improvement in student learning and teacher effectiveness. There is consensus among staff that there are three areas of strength in regard to using results for continuous improvement. These areas involve the maintenance of a comprehensive student assessment system (5.1); collection and analysis of student data (5.2) and; monitoring of student learning and communication to stakeholders (5.5). Stakeholder surveys and staff consensus indicate the belief that South Hall Middle School uses multiple assessment measures to determine student learning and school performance through a systematic process for collecting, analyzing, and using data. Additionally, consensus among staff and stakeholders are confident school leaders monitor data related to continuous school improvement goals (Level 4).

Parent survey results concur with more than 80% in agreement or strong agreement that "Our school ensures that all staff members monitor and report the achievement of school goals" and "My child has administrators and teachers that monitor and inform me of his/her learning progress."

These strengths are further evident in the attention and commitment to all students through the various programs and assessments for eligible students under Title I. In addition to standardized assessment monitoring, students who struggle in reading and Mathematics are provided remediation and progress monitoring through the RTI process. Other evaluation tools are used to monitor and measure the progress of English Language Learners and students with disabilities to promote their success in general education classes in the least restrictive environment.

Actions to Sustain Strengths

South Hall Middle School will continue to utilize valid and reliable assessments and develop professional learning opportunities to enhance processes and procedures for collecting, analyzing, and applying learning from all data sources. In order to sustain continuous improvement in the areas of Standard 5, we must continue to evaluate our formative and summative assessment processes from design, data collection, and analysis standpoints.
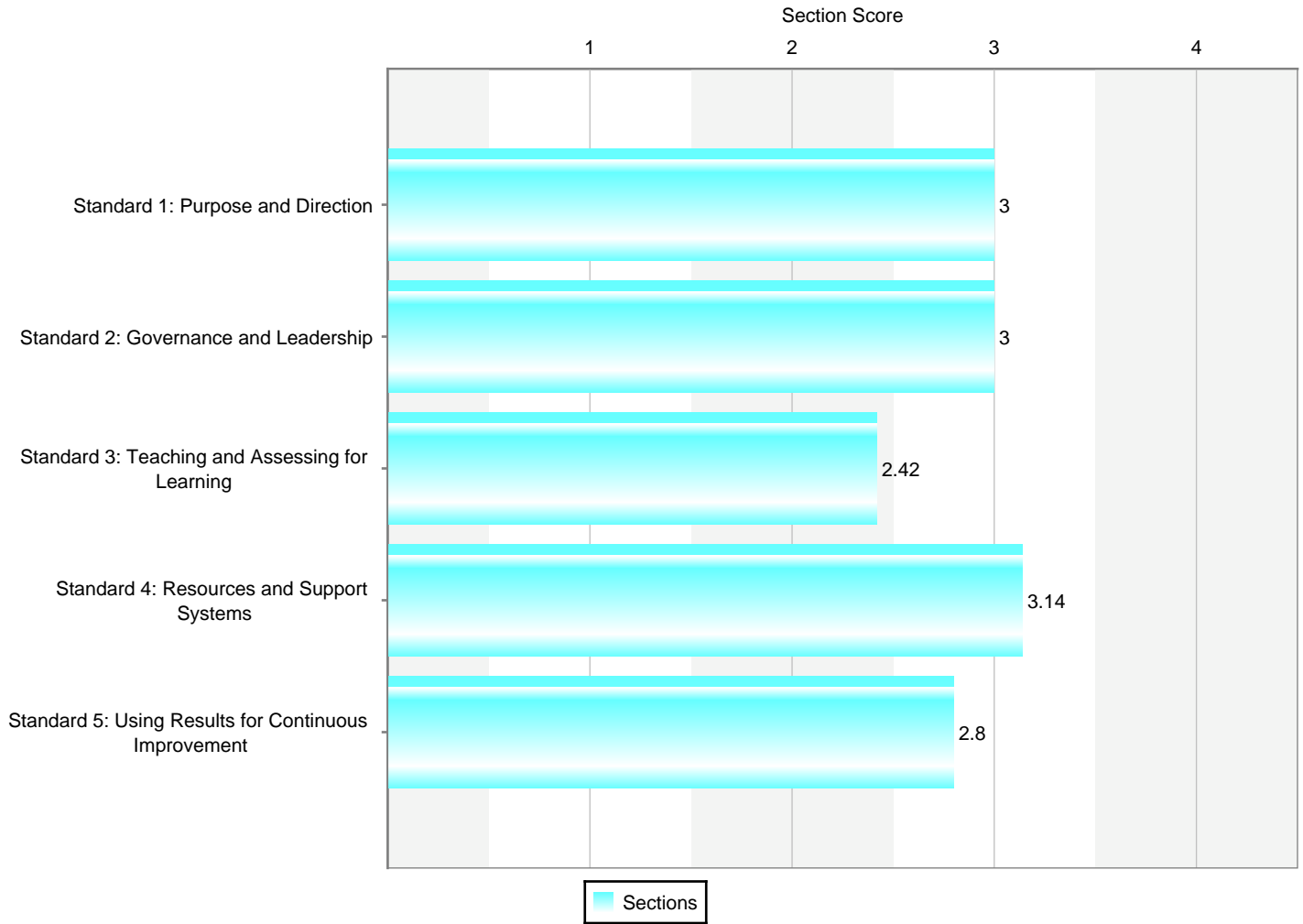
The staff must also continue to grow professionally as assessors of learning in view of our goal to become more data driven in our decision-making process. We should continue to offer a wide range of topics to improve formative and summative assessments, using data to differentiate instruction, and utilize trend data and student growth percentages to inform and adjust instruction.

Areas in Need of Improvement and Plans to Improve

While SHMS has many areas of strength within Standard 5, there are some areas in need of improvement. The self-assessment revealed that the faculty feels that there needs to be more training related to the evaluation, interpretation, and use of data (5.3). We must provide more opportunities for staff to develop data analysis and interpretation to make better informed instructional decisions. The faculty also felt that although assessment processes exists, results indicate mixed levels of improvement and school personnel only sometimes use these results to design, implement, and evaluate the results for continuous improvement related to student learning and readiness for the next level. In the future teachers need to receive focused learning opportunities in the collection and analysis of data to inform instructional design.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Standard 1: Purpose and Direction — 3

Standard 2: Governance and Leadership — 3

Standard 3: Teaching and Assessing for Learning — 2.42

Standard 4: Resources and Support Systems — 3.14

Standard 5: Using Results for Continuous Improvement — 2.8

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-Worksheet SHMS.xlsx Stakeholder Feedback Data Document SHMS

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

Parent surveys revealed that they felt their students have up-to-date computers and other technology to learn, are prepared for success in the next school year, and attend school in a safe learning environment.

Students feel that the school offers a quality education, prepares them for the next school year, and their principal and teachers have high expectations for them.

Staff surveys found areas of strength in the fact that students could participate in activities that interest them, the school's purpose statement is clearly focused on student success, and the school maintains facilities that support student learning.

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

This is the first year of administration of the AdvanceED surveys. In past years we have administered the Title I Parent Involvement Survey that minimally synchronize with AdvanceED. All survey trends are predicated on this fact.

There seems to be an improving trend towards a shared responsibility for student learning with stakeholders.

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

From both survey sources, parents feel that the school provides opportunities for stakeholders to be involved in the school.

Areas in Need of Improvement

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

Students at South Hall rated issues concerning respect the lowest: Students respecting adults, students respecting the property of others, and students helping each other.

Some parents feel that the governing body operation or leadership of the school, the student's individual learning needs are not always met by the teacher, and they are not being kept informed on a regular basis about grading.

Teachers feel that we need to improve the process to support new staff members in professional growth, peer coaching among teachers, and improving family engagement.

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

Some parents felt that their child's teachers do not help them to understand their child's progress. On the past surveys, they felt informed as to how my child is doing academically in school. This item shows decreasing satisfaction.

What are the implications for these stakeholder perceptions?

As a school, stakeholder perceptions helped us to recognize the need for greater stakeholder involvement as a means to keep them informed about the progress of their child and to assist them in helping their children academically.

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

There are no items from previous surveys that line up with the items that need improvement on the AdvanceED survey.

Report Summary

Scores By Section

Section Score
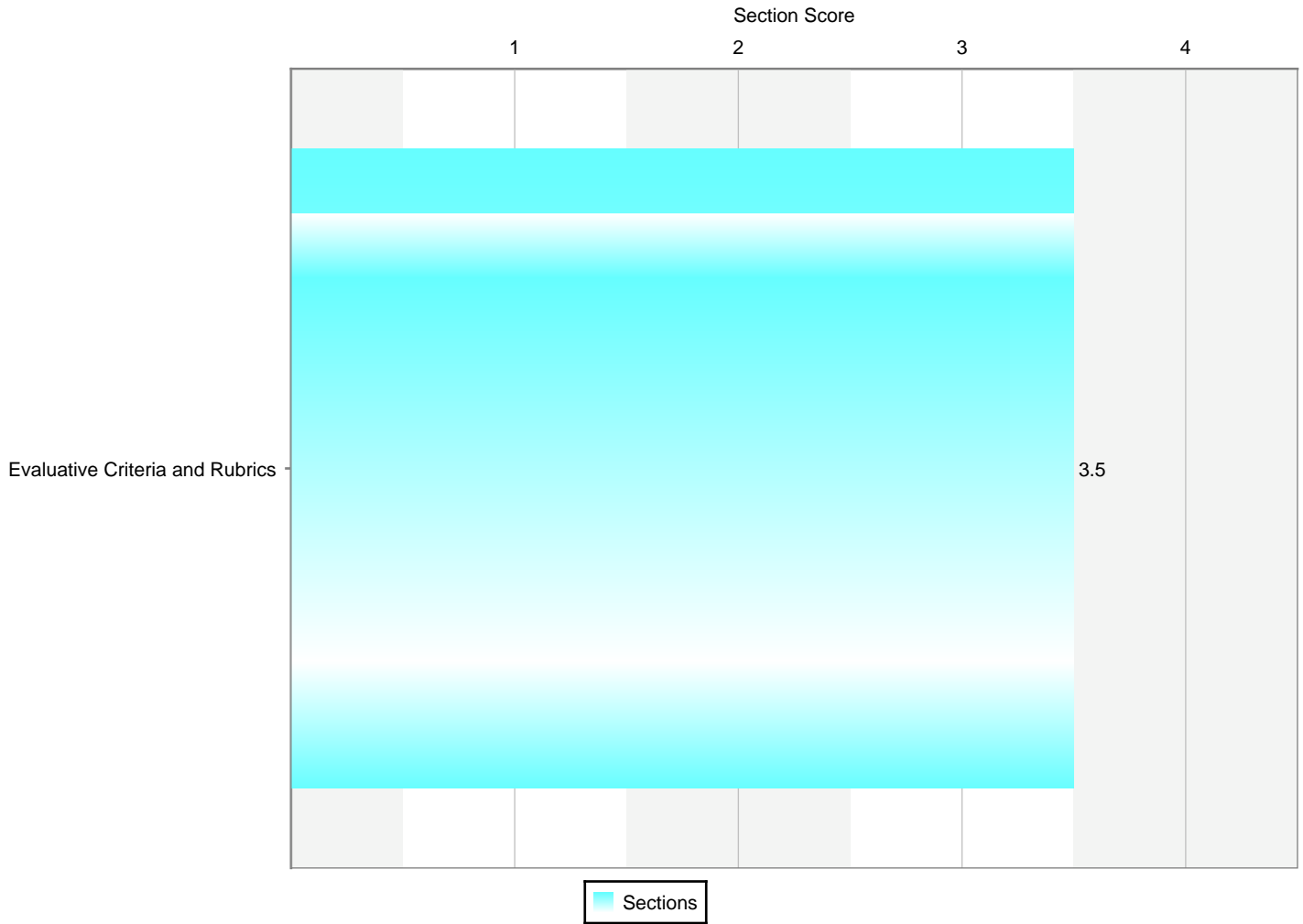
Student Performance Diagnostic

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		SHMS Student Performance Diagnostic

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

	Statement or Question	**Response**	**Rating**
2.	Test Administration	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 indifferently analyzed and presented with little 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 below what would otherwise be expected.	Level 2

	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?

Seventh Grade Reading CRCT scores increased from 80% meeting or exceeding standards in 2007 to 95% meeting/exceeding standards in 2014. Sixth Grade CRCT scores in Math increased from 70% meets/exceeds to 92% in the same seven year period. ELA scores rose from 81% meets/exceeds in 2007 to 95% of seventh graders passing in 2014.

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

Since 2007, scores from the Criterion Referenced Competency Test (CRCT) have shown overall positive increase in student achievement, but particularly in the areas of Reading and Language Arts. This can be attributed to deliberate focus on creating a standards-based environment, where individual student needs are met through differentiated instruction to provide remediation, enrichment, and acceleration.

Which area(s) indicate the overall highest performance?

Disaggregated data from the CRCT indicate highest achievement occurs in the areas of Reading, English/Language Arts, and Science. Overall, 96% of students meet or exceed the standard in Reading and 92% meet or exceed the standards in ELA. In comparison with overall state scores, 84% meet or exceed standards in the area of Science as compared to 80% at the state level.

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

Overall, all subgroups have shown a positive trend in achievement. However, there has been a significant increase in achievement in the Hispanic sub-group and Students With Disabilities (SWD) subgroup in the areas of Reading and ELA. Hispanic students have shown the most significant increase in achievement in seventh grade ELA, increasing from 72% meeting and exceeding standards to 94% meeting and exceeding.

100% of students with disabilities met or exceeded standards in 2014, increasing from only 59% in 2007.

Between which subgroups is the achievement gap closing?

Closure in the achievement gap is occurring with ALL students, with significant progress occurring among students with disabilities, English Language Learners, and our black and Hispanic populations.

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

All data is deemed to be valid and reliable and consistent among various sources. Data is obtained from CRCT scores, EOCT exams,

common summative assessments, and formative assessments.

Areas in Need of Improvement

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

Scores dropped in ELA in 2013 from 92% to 91% in 2014. Scores also dropped from 93% in 2012 to 92% in 2013, and then again to 91% in 2014 in ELA

Sixth Grade Social Studies scores dropped from 81% to 80% meeting and exceeding from 2013 to 2014.

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

Although 78% of students meet or exceed standards in 8th grade math, there is a general negative trend among ELL, Hispanic, black, and students with disabilities.

Reading scores in the 8th grade have trended downward among ELL students, students with disabilities, white, Hispanic, and black students.

Which area(s) indicate the overall lowest performance?

Only 46% of 6th Grade ELL students met standard on the CRCT in 2014.
ELL and SWD students meeting standards in 2014 were 47% and 48% respectively.
6th grade ELL and SWD achievement rates were only 40% among ELL students and 45% among SWD students in Social Studies in 2014.
Math scores among the 8th grade ELL(47%), SWD(57%), and black(56%) subgroups are below expectations and indicate low performance.

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

A trend toward decreasing performance is occurring primarily, but sporadically among ELL students in various grade levels. ELL achievement decreased from 80% Meets/Exceeds in 7th grade Reading (2012) to 72% in 2014. Similarly, 8th grade ELL scores dropped from 91%(2012) to 76% in 2014. The same trend occurs in 6th and 8th grade ELA and Math among ELL students from 2012 to 2014. Science scores for 6th grade ELL students trended from 55% to 47% in the same three year period, while SWD students also decreased in 8th grade Science.

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

The achievement gap is becoming greater between ELL students and other subgroups in 8th grade Math according to 2014 test scores.

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

All of these findings are consistent with data reviewed annually. Data sources reviewed include CRCT, ACCESS, and data obtained from common summative assessments.

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics — 3
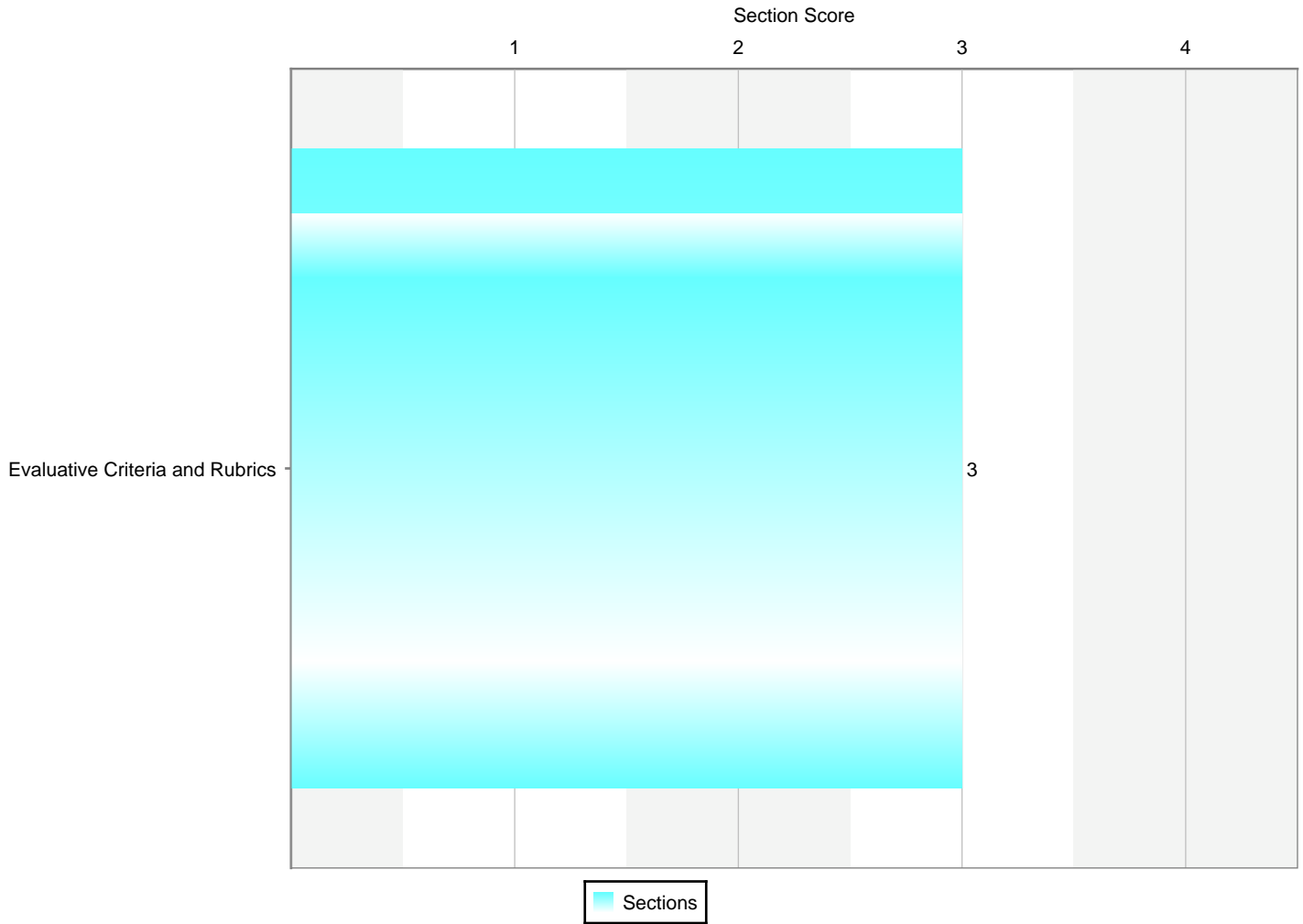
Sections

AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		SchoolEmer PreparednessAssign 14-15.doc

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		SHMS SIP FY15