



# **Accreditation Report**

**Hanover High School**

**Hanover County Public Schools**

Mrs. Kristina Reece, Administrator  
10307 Chamberlayne Road  
Mechanicsville, VA 23116

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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?**

Hanover High School is located in Hanover County, Virginia in a rural/suburban setting approximately 10 miles north of Richmond, Virginia. Hanover High School has an enrollment of 1257 students. September 2014 statistics indicate the following enrollments based upon ethnicity: 1.98% Hispanic, 2.14% Asian, 9.06% African American students, 3.00% unspecified and 84.00% White.

The community is highly supportive of Hanover High School. The 2014-15 school survey indicated that 73% parents agreed that Hanover High School is clearly focused on student success. The school boasts a 90% membership in the PTSA as well as active booster organizations to support athletics, chorus and band, among others. Hanover High School's teachers and students are further supported by a number of school-business partnerships. For example, Bojangles provided financial support toward the installation of a new stadium scoreboard and senior scholarships are heavily supported by area businesses and local civic groups. Some of our business partners include, Tropical Smoothie, Chick-fil-A, 301 Auto, Coca Cola Bottling, Outback Steakhouse, to name a few.

Hanover High School offers a wide variety of instructional programming. Students have the option of participating in the International Baccalaureate Program or an array of Advanced Placement offerings. Approximately 55% of the school's 11th and 12th graders take advantage of these programs. Our school supports a highly inclusive special education program; the vast majority of the 12.33% of students with disabilities participates in collaboratively taught content area courses. The Specialty Center at Hanover High School offers STEM-H courses to students from all four of the school division's high schools. We also have a partnership with Reynolds Community College for Dual enrollment options.

In June 2015 Hanover High School graduated 294 seniors. We take pride in our low drop-out rate which was only .4%, at the beginning of the 2014-2015 school year.

Hanover High School students take full advantage of our wide array of athletic, extra-curricular, and co-curricular events. During the 2014-2015 school year approximately 72% of students participated in these activities.

The faculty at Hanover High School is comprised of highly dedicated teachers who place value in life-long learning. Of the 119 teachers, 72% hold advanced degrees. A number of teachers are National Board Certified with more slated to participate in the NBCT process during the 2015-2016 school year. A number of teachers participate in Virginia Commonwealth University's Clinical Faculty program which provides them the opportunity to develop the teachers of tomorrow.

Similar to nationwide trends, the national economic downturn impacted Hanover High School and our community over the past several years. We have seen an increase in the number of students identified as economically disadvantaged as well as those living in multi-family residences. Several school policies are in place to support these families by waiving field trip costs and other testing fees. By analyzing subgroup data, we have been able to identify academic needs of these students and place them in support programs like FLIGHT TIME.

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At the same time that we have supported increased student needs, the school division's budget, and consequently the school's budget, has been decreased. This has led to numerous challenges including decreased technology budgets, modified teaching schedules, and less money available for student scholarships.

## **School's Purpose**

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

The school leadership of Hanover High School engages in a variety of processes to communicate the school's purpose for student success to improve the performance of students and the effectiveness of the school. There is a commitment to shared values and to make all learning experiences meaningful. The implementation of a continuous improvement plan provides clear direction for conditions to support student learning.

The Mission of Hanover High School is Educate For Excellence.

The Vision of Hanover High School is Hanover High School students will be successful in a global community.

The Values of Hanover High school are: We will demonstrate, Honor, Achievement, Work Ethic, Knowledge, and Solidarity

Hanover High school embodies its purpose through the extensive program offerings available to students at all levels. The expectations for students are clearly delineated through a teacher syllabus for individual course work. Hanover High would like to further explore the idea of vertical alignment to ensure that student and teacher expectations are meeting our school improvement goals of increasing student achievement and success.

The school's mission, vision and goals are re-examined annually by the teacher leadership team as well as by student leadership. Summer retreats are held for both of these groups in order to plan for the upcoming school year and to insure that all activities and endeavors support the school's mission of "Educating for Excellence" and to meet the changing needs of our student population.

## 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.**

Several areas for growth have been targeted over the past several years. The teacher leadership team determined in their summer 2012 and summer 2013 retreats to focus instructionally on the areas of grading, assessment, and project based learning. The focus has resulted in teacher books clubs and discussion boards in which teachers have read literature focusing on grading, assessment and project based learning and then had the opportunity to learn from one another. This led to several teachers "piloting" different grading and assessment strategies with one or several of their classes.

In the summer of 2014, the leadership retreat focused on the use of Professional Learning Communities. PLC's were established, with teacher choice and involvement of all staff. At the same time, the school division rolled out division wide professional development modules in the area of assessment and the creation/revision of rubrics. The current principal is leaving Hanover High School, so the hope is that these areas will be considered for continued focus at the summer 2015 Teacher Leadership Retreat. Several of the PLC groups created templates and shared ideas from their sessions that would benefit all staff.

Another area for growth has been in the area of student leadership. Students at Hanover High School are highly involved in a wide array of activities along with challenging academic schedules. While this is a positive trend, it has led to challenges in regards to developing a structured student leadership group contributing to the well-being of the entire school. Several steps have been taken to address this need, and additional steps will be taken in the years to come. For example, the 1st Annual Student Leadership Retreat was held in summer 2013 and was held again in summer 2014. This retreat pulls student leaders from all the various athletic, co-curricular, and extra-curricular groups and provides them with an opportunity to make decisions for their school as well as developing their leadership skills. It also provides them with an opportunity to develop relationships with adults such as the Principal and SCA sponsors. This group then provides substantial student leadership throughout the rest of the year to address concerns and plan for community service activities such as the school-wide clean-up day. During the 2014-2015 school year changes have been made to the master schedule to allow for weekly meetings for student leadership. The hope is a continuation with the student leadership program in the 2015-2016 school year.

Another area in which we have grown in the past year and upon which we will continue to focus in future years is meeting the needs of diverse learners, particularly those who struggle in school. During the 2013-2014 school year we implemented an intervention program called "FLIGHT Time". This program included three teams of three teachers each, who work with 15-20 at-risk students throughout the school year to build academic skills, as well as, fostering their relationships with teachers and with their school in general. The teams of teachers are comprised of an English teacher, a Math teacher, and a Special Education teacher at multiple grade levels. Students are assigned during a study hall block instructed by these teachers. Early data suggests this approach has been successful. Therefore, the program was continued and further developed during the 2014-2015 school year with 55 students participating in Flight Time. As a faculty, we will continue to increase our skills working with diverse learners with a variety of strengths and weaknesses. Unfortunately, due to budget cuts and the re-alignment of the master schedule, Flight Time will not be offered in the 2015-2016 school year. However, due to its success there is hope that this program will again be implemented at Hanover High School.

## **Additional Information**

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

A really important strength of our school is our focus on community service. The students and staff at Hanover High School takes pride in their school and in their community. They participate in a variety of fundraising opportunities which include issues that affect the student body as well as the community. Examples of this include a school wide fundraiser to support a student who was diagnosed with Cystic Fibrosis. In addition, there was a carnival held at Hanover High School, run by the senior class, which promoted community relationships. Many in the community came and participated. Activities like this build stronger relationships to all of our stakeholders.

There are many projects and events that occur throughout the school year involving various student groups and organizations. Student groups have participated in donating prom dresses for teens in need, collecting canned goods for local organizations and the food bank, raising money for disaster relief, and collecting items to recycle for the betterment of the environment.

In addition, Hanover High School offers many opportunities for the community to become involved in all aspects of the school. We host multiple theatrical events throughout the school year, choral and band performances, art shows, athletic events, and greenhouse sales from our horticulture classes. We are the school in the community where many civic groups, faith groups, and others meet and use our facility. Hanover High School has a good school community relations plan and strives to include all stakeholders, both internal and external, to be a part of the school community.

# 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.	<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 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.	<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 3

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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>•Communication plan and artifacts that show two-way communication to staff and stakeholders</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.**

Areas of strength include emphasis on professional development and staff development (21st century modules, Professional Growth Portfolios, and their alignment to school improvement goals). Our school's Vision and Purpose is clearly visible in our school building and on our website, as well as on weekly communication to stakeholders from the principal.

Areas which have improved include communicating to stakeholders and documenting 2-way dialogue between stakeholders, as well as stakeholders having awareness and understanding of data collected regarding school improvement. An area of improvement has also been the maintenance and communication of data and the use of that data to drive instructional decisions.

However, there is room for improvement in engaging all stakeholders in our mission and purpose, particularly business partners. Another area of improvement would be more buy-in by all faculty in engaging students in a more purposeful way, using the higher levels of Bloom's taxonomy. Staff accountability regarding instructional practices and professionalism could also be improved.

## Standard 2: Governance and Leadership

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

Overall Rating: 2.83

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.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•School handbooks</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	<ul style="list-style-type: none"> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•List of assigned staff for compliance</li> <li>•Assurances, certifications</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body 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>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</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 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.	<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 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.	<ul style="list-style-type: none"><li>•Copies of surveys or screen shots from online surveys</li><li>•Survey responses</li><li>•Communication 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>•Governing body policy on supervision and evaluation</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.**

Hanover High School operates under the governance and leadership that seeks to support student performance and school effectiveness. The direction and goals of the school are supported by the governing body and school leadership. Leadership operates under a code of ethics that is free of conflict of interest and puts the needs of the students first. The governing body has an overarching fiscal management plan which allows the individual school to meet the needs of their student bodies. The School Board office maintains proper boundaries and protocols when dealing with the everyday functions and operation of the school. Supervision and evaluation processes are regularly implemented and the results of these processes are used to adjust professional practices and support student learning. This is evident in the Licensed Instructional Personnel Evaluation System( LIPES). This portfolio based teacher evaluation system is the foundation of improving student achievement.

We also believe, based on our own self -assessment, we have areas of improvement to increase student achievement. The working relationship of our governing body is a concern. Our governing body does not appear to be working together as a cohesive administrative

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body, as in previous years. Working together towards student achievement should be the ultimate goal. In addition, school based leadership feels that we need to improve the level of involvement of all stakeholders in decision making processes, rendering feedback through survey results, involving student leadership organizations , parent organizations, booster groups, etc. working together to overall improve student achievement. Perhaps data from surveys should be used to increase student achievement more effectively. While we also feel that the L.I.P.E.S teacher evaluation system is beneficial, however, the focus on student achievement is too narrow.

### 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: 2.0

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 most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Lesson plans</li> <li>•Learning expectations for different courses</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> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Curriculum guides</li> <li>•Common assessments</li> <li>•Surveys results</li> <li>•Lesson plans aligned to the curriculum</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers 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.	<ul style="list-style-type: none"> <li>•Teacher evaluation criteria</li> <li>•Agenda items addressing 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>•Findings from supervisor walk-thrus and observations</li> <li>•Surveys results</li> <li>•Interdisciplinary projects</li> </ul>	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<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>•Administrative classroom observation protocols and logs</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Survey results</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of assessments that prompted modification in instruction</li> </ul>	Level 2

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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>•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

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•Survey results</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•Policies, processes, and procedures on grading and reporting</li> </ul>	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none"><li>•Evaluation tools for professional learning</li><li>•Survey results</li></ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	<ul style="list-style-type: none"><li>•Survey results</li></ul>	Level 2

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

Areas of strength include that teachers provide opportunities for student collaboration and development of critical thinking skills on a regular basis. Teachers are making a concerted effort to incorporate technology and 21st century skills into lesson design. School leadership has purchased new technology including 20 Mimio systems and 20 iPads. The school has allowed students to bring their own electronic devices and teachers are working to incorporate their use for instructional purposes. In addition, all teachers have been participating in school-wide professional development on improving teacher-made assessments as well as reviewing their individual grading practices. Teachers regularly use informal and formal assessments to guide instruction including benchmark testing in core areas. All new teachers are assigned a mentor or a buddy to help them acclimate to the school. Several experienced teachers mentor student teachers from local universities, as well as serve as clinical faculty. School leadership developed a faculty handbook that describes expectations of school staff. The Licensed Teacher Evaluation System (LIPES) is in its second year of implementation. FLIGHT Time is a new initiative implemented to target at-risk students in grades 9-12. This program involves teachers working in collaborative groups (Math, English and SPED) to improve school performance, attendance and discipline issues. Other new initiatives implemented include Peer-to-Peer (in application stage), Honor Council, NHS Peer Tutoring, and Character Education. All are aimed at improving academic performance and student leadership.

Areas of communication already in place include: PowerSchool, blackboard, e-mails, newsletters, Hanover: Educate for Excellence, phone calls, parent teacher conferences, back to school night, the marquee, and PTSA meetings are all ways that families are engaged and kept informed about their child's learning progress.

In the 2015-16 school year, several measures have been enacted to try to better align vertical and horizontal integration among common courses. Teachers in IB English and IB History have met with teachers of pre-IB courses to better align the curriculum and skills needed for the IB program to scaffold them into the 9th and 10th grade courses. In addition, SOL courses across the math, science, English, and history have been assigned common planning time for the teachers to meet and discuss common issues, plan lessons, make common assessments, evaluate data, and reflect on student progress. Within departments, there have been measures to better define standard versus advanced courses. The history department has developed statements to include in all advanced syllabi (by grade level) for next school year to better communicate with parents and students the expectations in advanced courses, as well as building growth in skills in

these courses by grade level. Also, there have been more purposeful inclusions of 21st century skills into classrooms. The last two years the school has invested money in acquiring better hardware (noted above); this year a focus has been integrating said technology into the classroom for more efficient and web based learning. Finally, there's been additional emphasis placed on evaluating the strengths and weaknesses of student learning and the school environment on a regular basis. There was a mid-year staff survey to garner information from staff on how to better balance professional and personal needs while maximizing what we do for our students, and HHS has a student leadership study hall that has proved vital in providing feedback to instructional staff and administration on teaching and learning while also helping build a stronger community spirit. An offshoot of this is the new HHS-NHS tutoring center which is truly student run and student driven.

Areas for improvement include limited teacher choice in professional development. Feedback forms are not effectively used to determine and plan future professional development specific to school and department needs (with the exception of technology). "6 of 8" has also negatively impacted interdisciplinary planning, collaborative planning, time for parent contact and time allowed for individual student help. There needs to be a concerted effort to ensure consistency in teacher evaluation through LIPES. The BYOD policy has been beneficial in some ways, however there is discrepancy in enforcement of appropriate use of technology by teachers and administration. Student use at inappropriate times and for inappropriate reasons is a pervasive problem.

Going forward , while steps have been taken to improve vertical and horizontal alignment, this process must be continued to further close gaps to ensure consistency across the board. Also, there needs to be a greater professional development emphasis on integrating technology into the classroom in new ways--not just taking old notes and putting them on a Powerpoint or Prezi. Finally, while most staff is on board with policies, procedures, and vision, some staff members are not. Complete teacher buy-in is needed so that ALL staff can be working towards the same goal.

### 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: 2.43

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 are often but not always followed by school leaders to access, hire, place, and retain qualified professional and support staff. School leaders attempt to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources rarely 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>•Documentation of highly qualified staff</li> </ul>	Level 1

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

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	<ul style="list-style-type: none"> <li>•Survey results</li> <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 2

**Accreditation Report**

Hanover 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> </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 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.	<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 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.	<ul style="list-style-type: none"> <li>•Survey results</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

Hanover 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.**

Areas of Strength include, that efforts are made to protect instructional time through the school schedule and calendar. Changes in the schedule are only needed for testing that occurs for SOLs, AP, and IB exams or school safety related drills and assemblies important for student growth, advancement, and celebration. Flex Time has been built into the daily schedule for students to meet for clubs, and to receive extra help. While Flex time is beneficial, it does take away from instructional time. Resources, both fiscal and material, are designated by the administration to support students in the building, regardless of achievement or need. Policies are in place as well as leadership, to ensure accountability, safety, and cleanliness of the facility by stakeholders and community members. Administrators and other staff are constantly assessing and monitoring this through observations and conversations with stakeholders. Resources are provided through the library media center that include online databases and print material that support the curriculum and needs of students and staff. Multiple computer labs are available throughout the building for instruction and learning. Mimios have been installed in 22 classrooms and LCDs mounted in the ceiling. Additional Mimios will be ordered and installed for the upcoming school year. Updated computers have been placed in the Library and computer labs. Ongoing efforts are being made under the current administration to procure funds and resources for enhanced and updated technology. Teachers, administrators, and guidance work collaboratively to help students through tutoring, mentoring, and ongoing assessment in all areas. Multiple programs such as IB, AP, Hawks Connection, Hawk Ambassadors, Soaring Hawk, Read 180, E20/20, etc. are available to help students become more successful.

There have been many district budget cuts over the last 5 years that have dramatically altered the schools ability to provide and sustain many educational programs and personnel. These cuts have reduced the funding needed for materials to support the educational needs of the school which include materials, personnel, and continued upgrades to technology. The technology infrastructure has improved, however, with the upgrade to Microsoft Office 2013. Additional changes to the bell schedule may be forth coming in the new school year which might address concerns over loss of school wide instructional time used during Flex Time.

## 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: 2.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <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> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	<ul style="list-style-type: none"> <li>•Survey results</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 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Documentation of attendance and training related to data use</li> <li>•Survey results</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> <li>•Student surveys</li> <li>•Agendas, minutes of meetings related to analysis of data</li> <li>•Evidence of student growth</li> </ul>	Level 2

## Accreditation Report

Hanover 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>•Survey results</li><li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</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.**

Areas of strength include strong communication between school leadership and stakeholders through newsletters, websites, report cards, local media, and email detailing comprehensive information about student learning. Communication to stakeholders has also been strengthened this year through our implementation of Powerschool, a student management system.

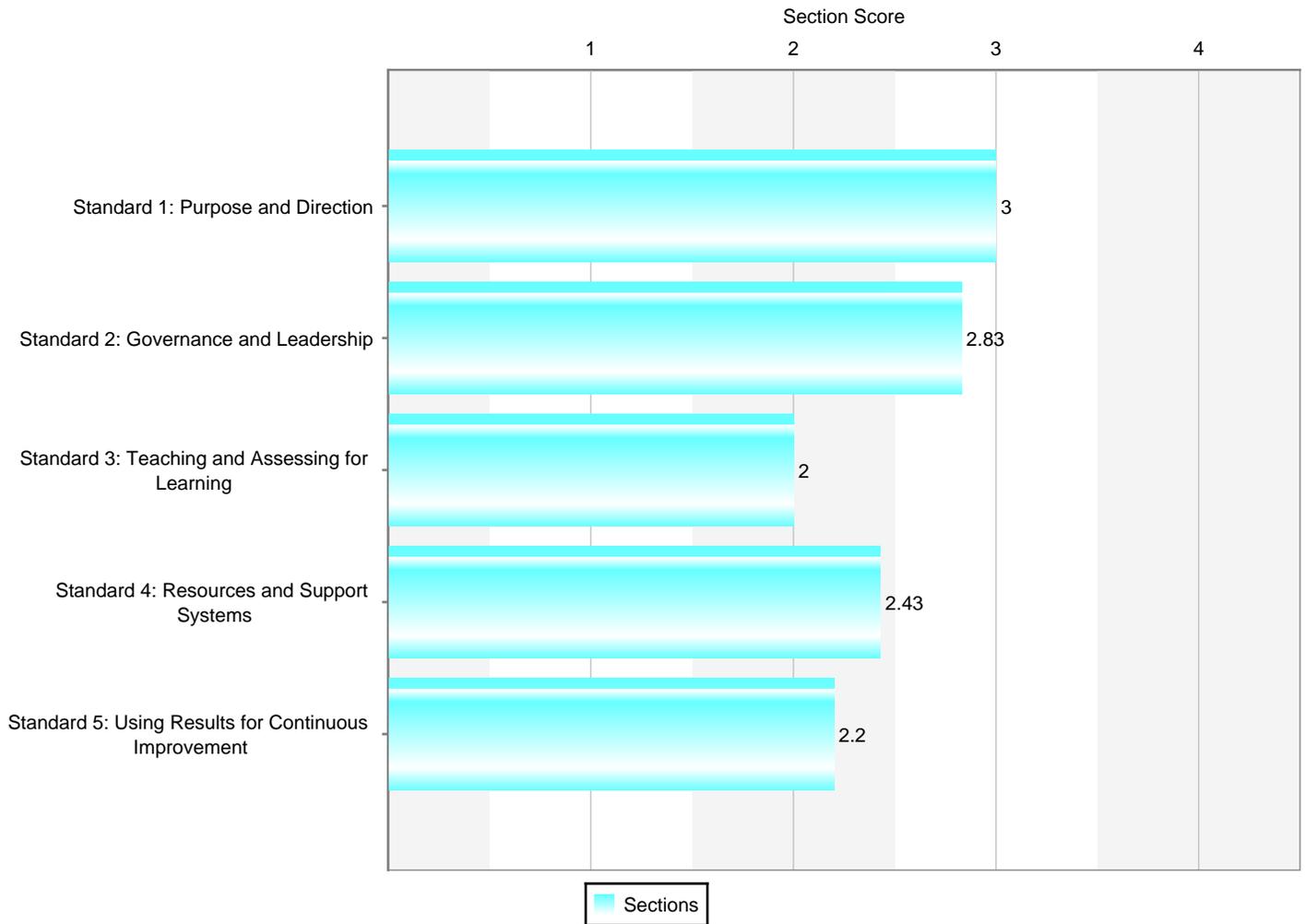
Data analysis and collection: Assessment and formative teacher data were used to identify students to recommend for the Flight TIME program that was created to provide academic support. Results of the Flight TIME program were analyzed by teachers, counselors and administrators and these findings were presented to staff members. As a school, we are continuing our efforts to utilize data effectively by documenting student growth through the SMART goal process. Additionally, data from standardized and classroom assessments was collected and analyzed to identify students who needed to be targeted for intensive remediation for state standardized tests. This data was shared with school leadership and teachers to track student progress throughout the year.

The Hanover County Nursing Program which is housed at HHS, utilizes Assessment Technology Institute as part of the programs assessment of students. The system provides opportunities for instructors to set benchmarks and adjust curriculum accordingly. Assessment data is reported to all stakeholders including the state, college and school district.

Areas of Improvement: Consistency in gathering and analyzing data among both professional and support staff to improve learning for all students needs to be improved.

## 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		HHS2015

## Evaluative Criteria and Rubrics

Overall Rating: 1.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

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

## **Areas of Notable Achievement**

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

Indicator 4.3- Staff

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

Cannot determine from data

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

All

## **Areas in Need of Improvement**

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

Indicator 3.3- Students

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

Cannot determine from data

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

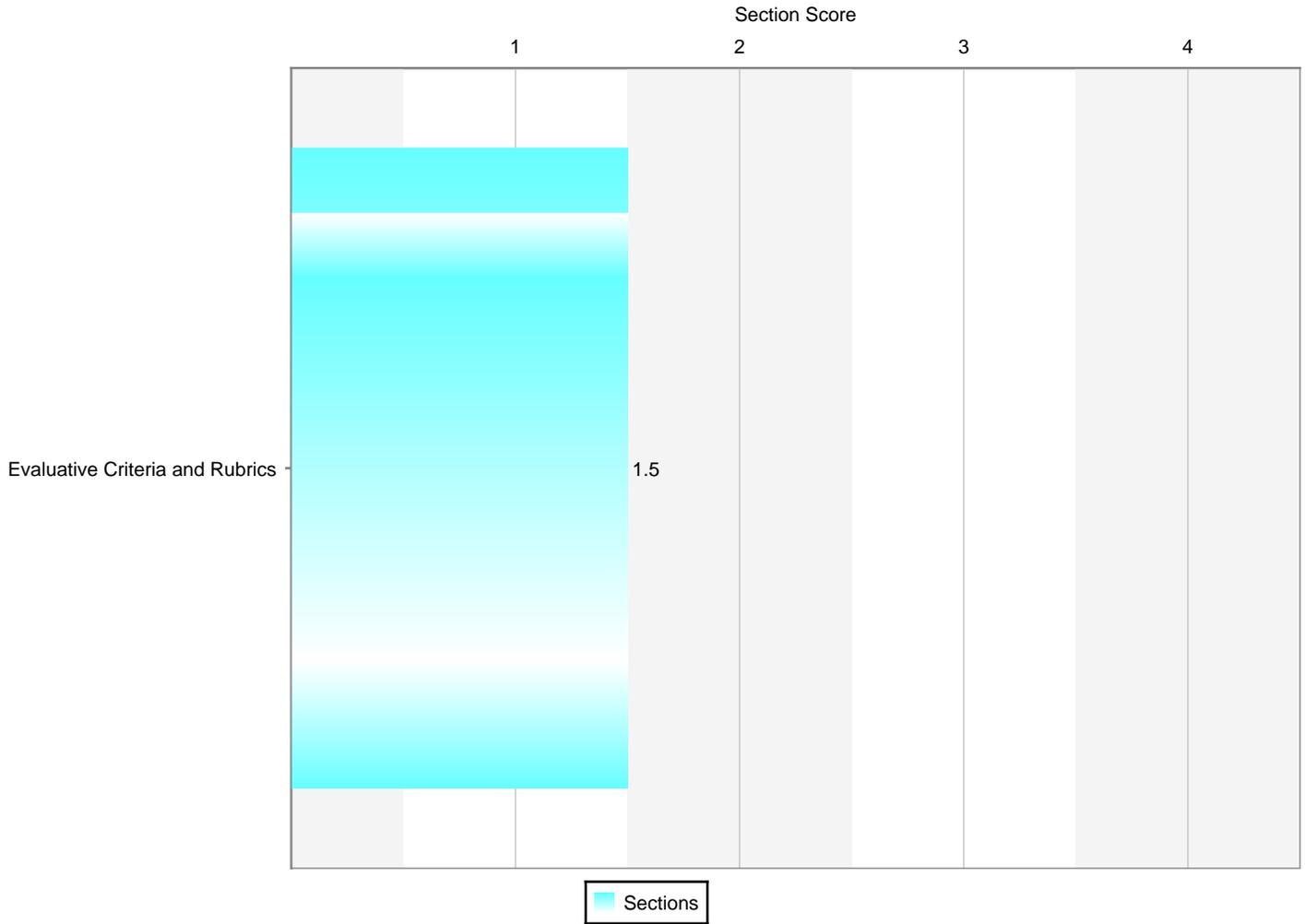
The average scores of all survey data represents a "3" which indicates satisfactory performance

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

All

## 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		HHS Binder

## Evaluative Criteria and Rubrics

Overall Rating: 2.75

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

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

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

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

## Areas of Notable Achievement

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

Reading, Social Studies, Science for all students

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

Reading for all students

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

Social Studies

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

There was an increase of students with disabilities in Math.

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

There is none at this time.

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

All

## Areas in Need of Improvement

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

Students with disabilities in Math. Gap group 1

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

Economically disadvantaged students

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

Math, students with disabilities in Math

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

Students of disabilities in Math

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

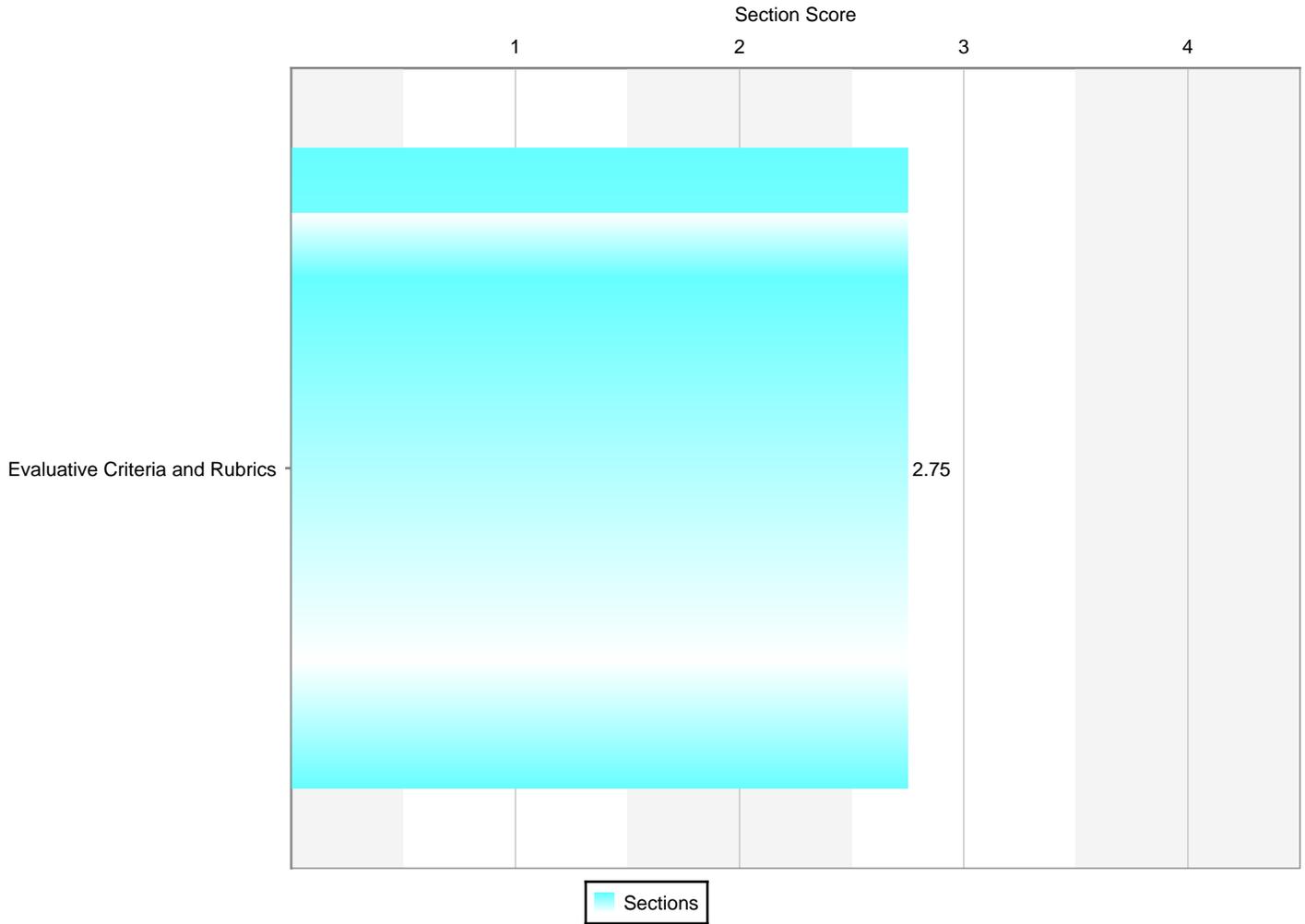
Economically disadvantaged students

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

All

## 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		

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		