Accreditation Report

Patrick Henry High School

Hanover County Public Schools

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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?

In 1959, after years of deliberation, Patrick Henry High School began with the consolidation of Beaverdam, Henry Clay, Montpelier, and Rockville high schools. The western Hanover County high school enrolled students in grades eight through twelve. The name of the school, as well as the name of its literary publications, The Voice, The Spark, and The Orator, reference the history of Patrick Henry, Hanover County's most illustrious citizen. Even the school colors of red, white, and blue are a patriotic symbol of history. In 1969, Patrick Henry and John M. Gandy High School merged together to form one integrated student body. Also in 1969, a new junior high school was built, and Patrick Henry opened that school year as a senior high school serving students in grades ten through twelve. When the junior high school was changed to a middle school in 1988, Patrick Henry became a high school enrolling students in grades nine through twelve. The school campus of West Patrick Henry Road, which consists of a complex of buildings, began as a campus style school. Additions of an auditorium, classrooms, cafeteria, new gymnasium, and renovations to the media center and administrative offices resulted in an all-enclosed facility in 1992. As the population and the needs of the school have changed, so have the dimensions of the school. A new addition/renovation was added to the facility in the fall of 2001 providing state-of-the-art career and technical education opportunities. This addition consisted of a broadcasting studio, a bio-technology lab, a communication technology center, a computer-assisted drafting lab, and three classrooms.   In the fall of 2009 Patrick Henry celebrated in 50th Anniversary with many year long activities and celebrations.

Traditionally recognized as a rural community, Western Hanover students come from diverse socio-economic backgrounds. Randolph-Macon College, which provides numerous opportunities for student enrichment, is located in the town of Ashland. Patrick Henry High School meets the needs of all its students in grades 9-12 by offering both strong academic and technical programs.

For the past three years, we have maintained an average of roughly 1479 students. We have had some transition in our administrative team. In 2012-2013, we welcomed a new Activities Director Matthew Crowder, new Assistant Principal Les Cook, and a new Principal, Dr. Wanda Bibb. The staff welcomed them into our PH family--or PHamily, as we like to write it--with open arms. During school year 2015-16, Les Cook transferred to Hanover High School to take on a new administrative role. In late September 2015, Tina Rudd joined the PHamily as an assistant principal.

School's Purpose

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

The mission of Patrick Henry High School is to prepare our diverse student population to be lifelong learners and to be productive and responsible members of society. A staff committed to working cooperatively with students, parents, and the community work to provide a safe environment where respect and high expectations for achievement are paramount.

Our student population is diverse socio-economically and academically, two closely related variables. Our challenge is to meet all students' needs, which is our purpose. We offer a wide range of courses, including dual enrollment English, Advanced Placement, International Baccalaureate, and double-blocked algebra and geometry. We also offer sections of algebra, geometry, and English 12 specifically for students who are repeating those courses or who need to pass SOL tests. Additionally, we have students who travel daily to The Hanover Center for Trades and Technology and Hanover High School's dual enrollment classes. Sixteen percent of our students take advantage of our Gifted and Talented Services, and we have the most ESL students--19--of all high schools in Hanover County Public Schools (HCPS). Thirty-seven percent of our seniors received scholarships in May 2014, the highest percentage in HCPS, yet we also had the highest number of students--18--dropping out of high school. Eleven to thirteen percent of our students complete meal credit request forms each year.

In summation, our purpose is to help each one of our students be successful while at PHHS and after they leave us. We strive to support them in all their academic, career, and social pursuits, a daunting challenge but one we take on with a devoted staff.

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.

Notable Achievements--

Our students and programs earn many honors, including the following in 2014-15:

- Academics: Seven of the fourteen Hanover County students accepted into the 2015 Summer Residential Governor's School were from Patrick Henry High School.

- Athletics: Junior Ted Schubert was state champion for the 100 yard backstroke, and Sophomore Jean Woodrum was state champion for discus. The softball team won the 5A North Region trophy. The baseball team won the Conference 16 trophy. The gymnastics team won the Conference 16 trophy, qualified for state competition, and was undefeated in the regular season meets. The girls' track and field team captured their sixth consecutive indoor track conference/district title.

- Our Navy JROTC Program has won the American Legion State Drill Championship for nine consecutive years. Additionally, the program has won the Navy JROTC Southern Regional competition five of six years. This program is one of our shining stars.   We have grown from 150 to 180 students. In August 2015, we added a second assistant instructor to help instructor Lt. James Head and assistant MGySgt Franklin Dubose.

Areas of Improvement--

Our areas of improvement center upon helping our gap group students succeed academically by passing courses, as well as SOL tests, especially in math. In 2013-14, only 64% of our math students passed SOL tests, but in 2014-15, 75% of our students passed. While we surpassed the state goal of 70% pass rate, our gap group students still fell below state goals. Below is a chart of our most recent math SOL results:

White Students: AMO-71%, PHHS-79%, up from 68% in 2014
Econ Disadv: AMO-63%, PHHS-58%, up from 48% in 2014
ELL: AMO-59%, PHHS-62%, up from 55% in 2014
SWD: AMO-57%, PHHS-52%, up from 35% in 2014
Gap Group 1 (SWD, ELL, EDisadv): AMO-63%, PHHS-56%, up from 43% in 2014
Gap Group 2 (African American): AMO-62%, PHHS-60%, up from 51% in 2014
Gap Group 3 (Hispanic): AMO-65%, PHHS-74%, up from 72% in 2014

Initiatives that helped us exceed the state goal for math in 2015 are shown below:

1) Establishing a math lab to support struggling students--The lab is open every block and is staffed by a licensed math teacher.
2) Forming professional learning communities for algebra, geometry, and Algebra II to shift our focus from teaching to student learning
3) Offering transportation to take our most math-challenged students home after remediation sessions in April and May

Additional Information

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

In 2015-16, we have several initiatives in the beginning stages:

1) Academic Learning Center (ALC)-We established the Academic Learning Center for our special education students. The center is staffed each block by special education teachers ready to support students in any way they need. For example, some students visit the center for help with organizational skills. Others visit for pre-teaching lessons, such as with biology vocabulary. Sometimes small groups visit the center for testing and read aloud accommodations. The center is new to our staff. We are still working on using it as much as possible and offering the most effective student supports.

2) Positive Behavior Initiatives and Supports (PBIS)-Three teachers and four administrators completed an online PBIS course through the University of Richmond in summer 2015. These staff members make up our PBIS team. Currently, we are in the process of putting Tier 1 in place. The division has acquired a grant that will help us put Tier II, and perhaps Tier III, in place in 2016-17.

3) Advance College Academy (ACA)-In 2016-17, PHHS, along with Lee-Davis High School, will be the site for an Advance College Academy in which students can earn a humanities associate's degree from Reynolds Community College concurrently with their high school diploma. The division will hold Education Expos on October 20 at Hanover High and November 9 at Patrick Henry to roll out the academy to the schools' communities.

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: 2.67

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 has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •- The principal established a Students' Advisory Committee four years ago. - Our student agenda contains mission and vision statements, as well as a PH student handbook. - The principal sends daily staff updates to the faculty. - The administrative team meets with the department chairs each month.	Level 2

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

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	•Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •- PLCs in math - Establishment of a math lab - Again in math, constructing a Google doc of struggling students, so we can track their academic performance.	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.

Examples of our responsiveness:

1) In a survey two years ago, our staff requested department lunches, so sharing can occur, as well as structured time for department meetings during the school day. We have met this request as much as we can. The lunch schedule does not always allow all departments to have lunch together because of our traveling students who ride shuttle buses to The Hanover Center for Trades and Technology and Hanover High School's specialty/dual enrollment classes. Lunches are scheduled to allow those students to travel during a) a study hall; b) a class's lunch time; or c) study block, which occurs 11:30 to 11:55 each day.

2) Two years ago, with the implementation of 6 of 8 by our school division, we established school-wide study hall rules. The advent of eight blocks for students brought about a large number of study halls for our staff to monitor in duty assignments of 45 minutes each. For example, in 2015-16, we have twenty-eight study halls. This practice of enforcing a school-wide study hall syllabus with rules has enabled teachers to monitor quiet study halls while concurrently completing grading and other desk chores.

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 •Communications to stakeholder about policy revisions •School handbooks	Level 3

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

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

Strengths: Our school leaders have the autonomy to make decisions that enhance student learning and professional development of teachers, as well as the day-to-day operations of the school. Our major strength lies in leadership and staff fostering a culture consistent with our school's purpose. Patrick Henry is about family and taking care of one another. Our teachers consistently encourage, support and expect the highest performance from all students in all courses of study. Our leaders consistently support innovation, collaboration, and professional growth. Teachers are invested in the success of our students.

We strive to communicate effectively with all stakeholders and provide them with opportunities to shape decisions. We have utilized surveys, PATS (athletic support group), Coffee with the Principal, and our PTSA to illicit input. Our teachers have participated in many activities such as faculty meetings, department meetings, and surveys to supply feedback. Our students participate in the Principal's Advisory Committee, and a few students each year meet with our superintendent. The principal sends an e-newsletter each Sunday to our community and sends a staff update each day to our faculty and staff. The daily update includes celebrations, announcements, reminders, and a list of substitutes in the building that day.

Our primary focus of supervision and evaluation ensures professional practice and student success. We have policies in place that monitor and evaluate teachers, provide feedback, and reflect on student success and failure within the teacher evaluation system and the PGP. We have a testing coordinator who strictly focuses on the needs of our students in the area of SOLs and communicates regularly with our administrative team. We provide multiple avenues of remediation to prepare those students for the tests. The logistics of the remediation sessions vary among testing windows and departments. We use the math lab, planning blocks, and after school hours to provide support for our students. State SOL and Project Graduation grants financially support many of these remediation efforts.

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: 2.58

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 •Graduate follow-up surveys •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Enrollment patterns for various courses •Course descriptions •Descriptions of instructional techniques	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 •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Surveys results •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Teacher evaluation criteria •Agenda items addressing these strategies •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 •Interdisciplinary projects	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs •Teacher PGPs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Calendar/schedule of learning community meetings •Peer coaching guidelines and procedures •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 •Samples of exemplars used to guide and inform student learning	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 •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning	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 •Volunteer program with variety of options for participation •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	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them 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.	•List of students matched to adult advocate •Survey results •Curriculum and activities of formal adult advocate structure •Description of formal adult advocate structures •- Fusion Formal - All-Star Basketball - SPED case management - Intercept day treatment on campus all day every day	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Evaluation process for grading and reporting practices •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.	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.	•Results of evaluation of professional learning program. •Evaluation tools for professional learning •Survey results	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 all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•Survey results •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students	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.

Strengths: Our school provides a variety of curricula for our various level of students. We have high expectations for all courses, regardless the level. We strive to provide classes for all learning needs including AP and IB courses to classes for students repeating content.

We strive to use multiple sources of data to drive our decision making. We give various assessments to students at all levels. Teachers engage students in their learning experiences through instructional strategies that encourage achievement. Teachers are consistent and deliberate in planning and using current instructional strategies that reflect the 21st century. Our professional development during 2012-13 was strictly focused on the 21st century learner and how to adapt our classrooms to meet the needs of our students. During the 2014-15 year, our division-wide PD was focused on assessment and how to make them more authentic to match our objectives. Through our academic review with the state due to our math scores, we formed math PLCs and are now discussing PLCs in other content areas. In November, a team of teacher leaders will attend a conference on PLCs in Charlotte as a means to jump start PLCs at Patrick Henry. We will use Title II money to finance the cost of the conference.

An overall strength for Patrick Henry High is our ability to collaborate, both formally and informally, across grade levels and content areas within our school as well as through the district. Departments monitor and discuss student progress at all levels, as well as instructional practices, that are working successfully for student learning. Our school personnel can clearly link collaboration to improvement results in instructional practice and student performance.

Two major strengths were noted in the school's instructional process. One is our systematic use of clearly outlined expectations for student performance. In a survey, Blackboard, Power School, county and state learning standards, as well as lesson planning, are used by our teachers. They also use multiple measures to gather data for modification and revision of instruction and curriculum. Evidence includes state SOLs, county benchmark exams, mid-term and final exams, class projects, tests, quizzes, and essays. Also noted as a strength, teachers' use of Blackboard and Power School to inform students of assignments and grades provides exemplars for guidance. And although feedback about student learning is provided in a timely manner overall, some time will naturally elapse between major assignments and evaluation

feedback.

Areas of Growth: While most staff members participate in professional development in an attempt to build capacity among members of the faculty, the programs offered are not always based on the needs of the school and/or individuals nor is it systematically evaluated for effectiveness. Cited as evidence is our recent PD for the creation of the PGP. The program is county-based, not school-based. We also recently participated in the SIM/CLC literacy grant program for 8 years. This program was school based but the direction of the program was not always aligned with our school's needs, vision and purpose. Teachers would like to see more meaningful, current professional development. Note: Since this last paragraph was written two years ago, the division has started asking teachers what PD topic they need. As a result, the August PD days have been responsive to teacher requests.

Our school leaders monitor and support the improvement of instructional practices of teachers through evaluations and observations; however, the staff noted this area as a weakness. Teachers feel that many times our leaders are consumed by the many "hats" of their job, like discipline, and they are not able to consistently monitor and supervise instructional practices. Teachers would like to see administration focus on more in-depth observations and conferencing about more specific instructional strategies in the future, which is being addressed through our evaluation system. Administrators also are striving to raise visibility. Every time the bell rings, our aim is to be in the halls. For study block every day, we monitor students in the halls during study block from 11:30 to 11:55.

Standard 4: Resources and Support Systems

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

Overall Rating: 2.86

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

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Blackboard, Power School, Blackboard Connect for e-newsletters, LCD projectors in classrooms, laptop carts, computer labs, iPads	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	•Survey results •Policies relative to technology use •BYOD policy established in the division Shared ITRT with two other schools SmartBoards	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Agreements with school community agencies for student-family support •Survey results •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •- Our counselors hold after-hours sessions for parents several times a year. The topics range from college admissions to helping your child be successful in school.	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.	•Survey results •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process •- Career counseling on site 2 to 3 days each week - SPED services - Math lab - Academic Learning Center	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.

Strengths: We have clearly defined policies, processes, and procedures to ensure that school leaders have access to hire, place, and retain qualified professional staff. Each spring, principals meet with central office leadership to present staffing needs and class sizes. Our new teacher evaluation system adds to the district policies already in place to ensure we maintain effective teachers.

Our school maintains facilities, services and equipment to provide a safe, clean, and healthy environment for our students and staff. While our building is 50+ years old, our custodians and maintenance crews work hard to maintain and update what we have. Custodians respond quickly to the needs of the faculty and staff and students are encouraged to take pride in their building to help maintain it also. We have a successful recycling program.

School Board members and the Board of Supervisors have been supportive in our efforts to beautify the school, such as the stadium area, and replace old furniture. Almost half of our student desks have been replaced. We are slowly replacing all cafeteria tables.

A notable strength is in the school providing support services to meet the physical, social, and emotional needs of the student population. We have many services to help our students including the IEP and 504 referral process, attendance policies, and substance abuse counselors. We also employ a career counselor, school counselors, a school social worker, and a school psychologist.

Area of growth: An area our school can improve on is in the area of media and information resources. While we have many resources available for our students and staff, and the district released the BYOD (Bring Your Own Device) policy in 2013-14, we still lack in this area overall. We were engaged in division-wide professional development in the area of the 21st century learner and while we can work hard to meet many of the needs of the 21st century learner, we are not able to utilize technology and media resources to our best potential. Teachers feel that we need more computers, more printers, and more technology training on resources.

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: 2.6

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.	•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 •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •- Teacher PGP data	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.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Survey results •Training materials specific to the evaluation, interpretation, and use of data •- In 2015-16, the division adopted Interactive Achievement. Our ITRTs are in the process now of holding training sessions with teachers regarding pulling and analyzing data.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Student surveys •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level •- Benchmark data - Math PLCs write common assessment questions and discuss results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor 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.	•Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals •- A "parking lot" is posted in the main teacher workroom across from the counseling center. Staff can post questions or comments anonymously. The principal collects the notes periodically and responds in an email message to the entire staff.	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.

Strengths: We have a full-time testing coordinator who maintains a comprehensive student assessment system. She organizes testing and communicates to stakeholders regarding testing. As the staff and leadership begin to review data, she is a critical part of accessing and discussing the information.

We also have a full-time math coach who has no teaching assignments. He is free to observe, co-teach, and model strategies. He also uses

his time to meet with teachers after visiting classes to debrief. His focus on data analysis and deliberate lesson planning has been helpful to our teachers. The math coach also held PD on using math tiles, a strategy that many algebra teachers have embraced.

We use a variety of data sources on student performance including SOL scores, benchmark tests, SRI tests, IB, AP, and CTE tests. Teachers also use a variety of formative and summative assessments in their classrooms to determine the needs of students.
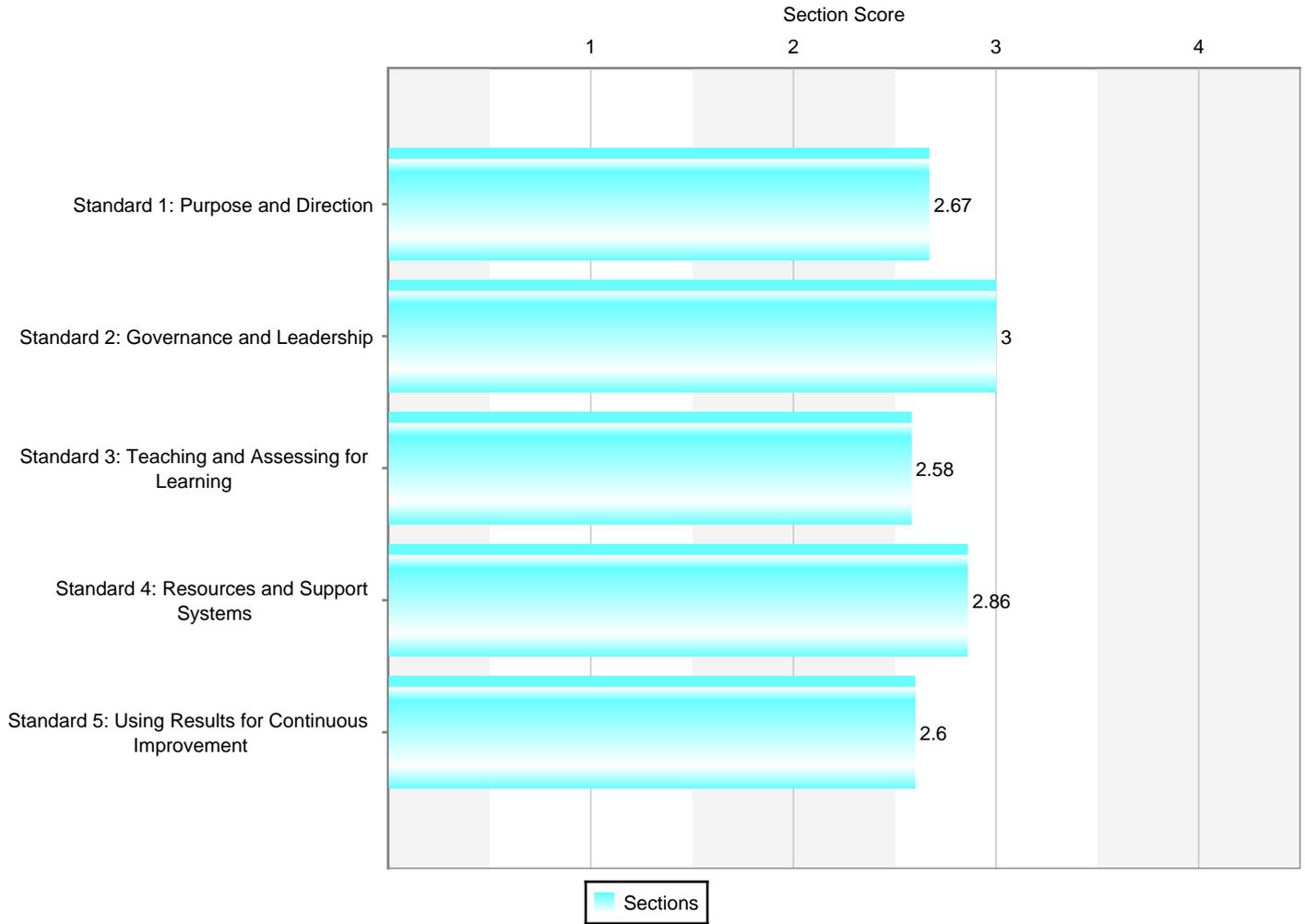
Area of growth: Teachers would like to have more training in the evaluation, interpretation, and use of the assessment results. We feel that many, but not all, teachers have an understanding about using the results for future planning. PD in this area would be helpful. With the addition of Interactive Achievement, the school and division are moving in this direction where data is gathered and discussed frequently.

Also, using data to inform instruction is a focus this year in our math PLCs.   Last year, being the first year for PLCs, the teachers focused more on common assessments and writing common lesson plans. This year, we are adding a focus on the results of the common assessment questions.

Parent surveys indicated a need for more consistent grading practices. With the creation of PLCs that encourage teacher collaboration in content areas during the school days, parents, hopefully, will see more consistency. A time for planning and sharing together will encourage sharing and common practices.

Report Summary

Scores By Section

Section Score

	1	2	3	4
Standard 1: Purpose and Direction			2.67	
Standard 2: Governance and Leadership			3	
Standard 3: Teaching and Assessing for Learning			2.58	
Standard 4: Resources and Support Systems			2.86	
Standard 5: Using Results for Continuous Improvement			2.6	

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		2015

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?

- 3.68--Indicator 2.5, "Leadership engages stakeholders . . . in support of school's purpose and direction."

- 3.63--Indicator 4.3, "safe, clean, and healthy environment."

Staff Surveys:

- 4.05-Indicator 4.1, "school leaders . . . hire, place, and retain qualified . . . staff; determine number of personnel necessary; fiscal resources available to fund positions critical to achieve."

- 4.04--Indicator 1.3, "School leaders implement a documented, systematic continuous improvement process for improving student learning . . ."

Student Surveys:

- 3.61--Indicator 3.2, alignment of "curriculum, instruction, and assessment"

- 3.57---Indicator 1.1, "The purpose statement focuses on student success."

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

Parent Surveys:

- 3.59--Indicator 3.9, "adult advocate" and Indicator 5.4, "continuous process to determine verifiable improvement."

Staff Surveys:

- 3.99-Indicator 4.6, "school personnel . . . determine the physical, social, and emotional needs of each student . . ."

- 3.92--Indicator 5.5, "Leaders monitor comprehensive information about student learning . . .; communicate results . . . to all stakeholder groups."

Student Surveys:

- 3.35--Indicator 3.6, "All teachers use an instructional process that informs students of learning expectations and standards . . ."

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

There seems to be consensus among all stakeholder groups that student learning is our focus at Patrick Henry and that we use data, plus a variety of instructional resources, to work toward our academic goals. The indicator results regarding a clean environment, as well as at least one advocate for each child, also points toward our goal of creating a warm, welcoming, and nurturing school for our students, parents, and staff. Our building is a constant source of angst and frustration among all our stakeholder groups.

Areas in Need of Improvement

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

Parent Surveys:

- 2.93--Indicator 3.5, "collaboration causes improvement results in instructional practice and student performance."

- 2.97--Indicator 3.8, "Programs that engage families in meaningful ways in their children's education are designed and implemented."

Staff Surveys:

- 2.92--Indicator 4.5, "technology infrastructure meets the teaching, learning, and operational needs of most stakeholders."

- 3.26--Indicator 4.4, "Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school."

Student Surveys:

- 2.15--Indicator 4.3, "School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment . . ."

- 2.57--Indicator 2.1, "Policies and practices support the school's purpose . . . Policies and practices promote effective instruction and assessment . . ."

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

Parent Surveys:

- 3.09--Indicator 3.10, "Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria . . ."

Staff Surveys:

- 3.33--Indicator 2.3, "Governing body protects, supports, and respects the autonomy of school leadership to accomplish goals . . . The governing body maintains a distinction between its roles and responsibilities and those of school leadership."

Student Surveys:

- 2.62--Indicator 3.3, "Teachers plan and use instructional strategies that require student collaboration, self-reflection . . . Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines . . ."

What are the implications for these stakeholder perceptions?

- In our classrooms, we need to branch out beyond the traditional modes of instructing. While many of our teachers use hands-on, brain-based strategies, many also seat students in rows and talk "at them" too much.

- Parents are asking for more involvement, as well as consistency in grading across classrooms.

- Students are asking for better facilities, an ongoing discussion due to the age of our building.

- The staff would like to see integration of more technology, a discussion that also has been ongoing in our division for several years. In 2015-16, the division opened a Google portal, which has been a great asset to us. Students just recently received access. Implications for

instruction are still being explored in our classrooms.

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

- The PTSA and Principal's Student Advisory Committee give us verbal kudos for investment in student learning and maintaining a caring staff. However, parents have voiced concerns about inconsistent grading practices.

- A lack of up-to-date technology has been discussed in faculty meetings, department meetings, and in student groups.

- Our facility is discussed constantly; parents and students frequently compare our building to newer high schools on the other end of the county. Our School Board and Board of Supervisors are extremely supportive in maintaining our building, but its aging structure presents challenges.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics   1.5

Sections
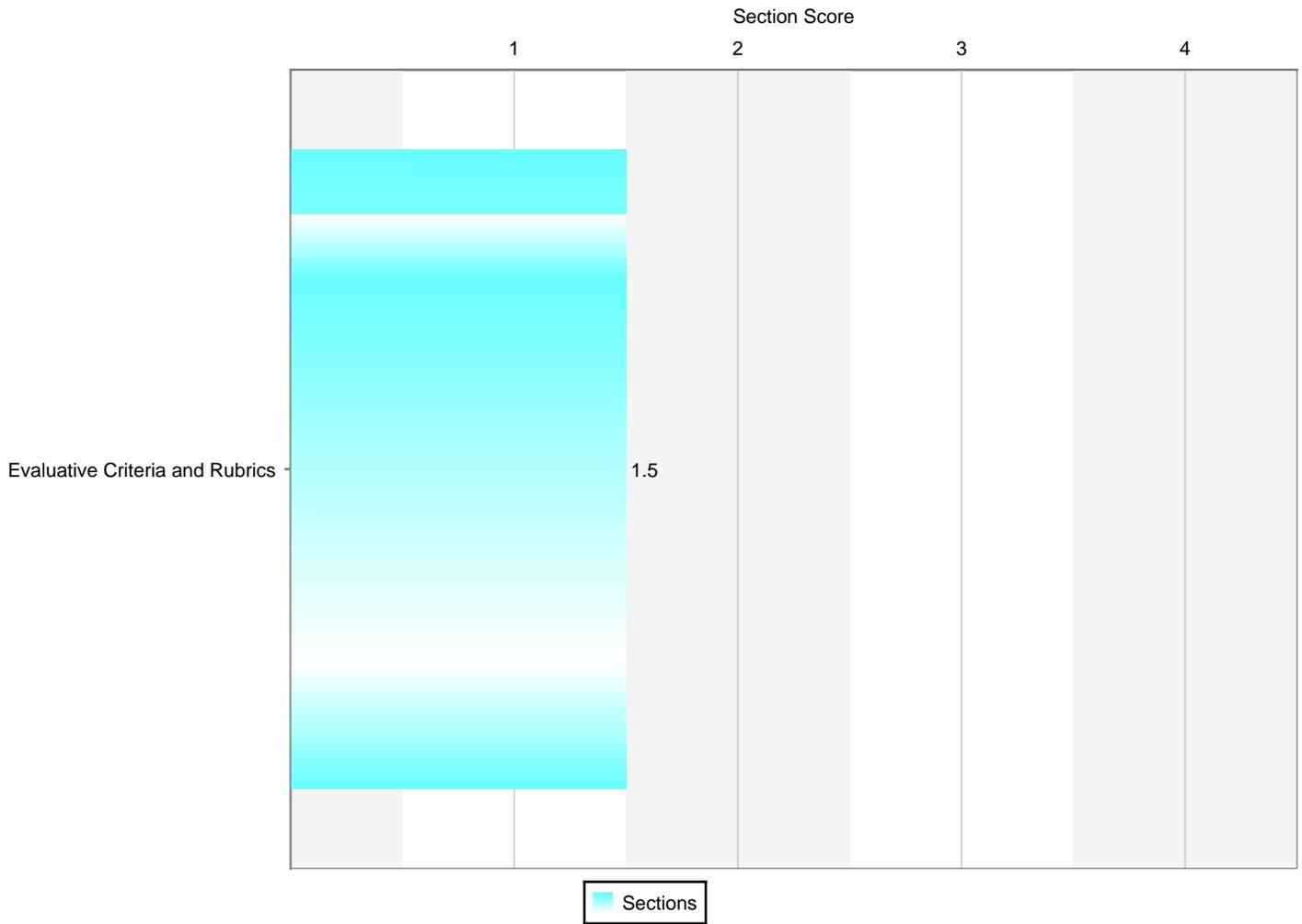
Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	We teach students with a wide range of academic abilities. A portion of our student population struggles with math, yet we have the second largest IB program in the school division. Our AP scores and CTE test performance are in the high average range when compared with other schools in our state and school division.	CTE Test Results 2014-15 IB Test Results 2015 AP Results 2015 PHHS Binder

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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 entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	**Response**	**Rating**
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

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

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

Areas of Notable Achievement

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

In 2014-15, we made great strides in raising our SOL math scores in our overall population, as well as among our sub-groups. We, however, are not "resting on our laurels." There is much work to be done in how we reach down to our lowest performing math students and provide effective instructional supports. The addition of a math coach with no teaching duties has benefited our math teachers by providing continuous professional development. The math coach, Mike Traylor, who possesses a great deal of experience coaching math teachers, meets with every PLC and discusses a range of professional topics: using math tiles in algebra, analyzing assessment data using a color-coded form he devised, expanding the uses of the document camera, and exploring websites (ex., DESMOS).

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

Our SOL scores are on the rise. In 2014-15, we made advances in our math, social studies, and science overall scores.

Which area(s) indicate the overall highest performance?

Our math students with disabilities went up from 35% pass rate in 2014 to 52% pass rate in 2015. That sub-group made the largest jump. However, the pass rate for every sub-group in math went up in 2015, as reflected on the attached School Improvement Plan.

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

The performance of every sub-group in math improved:

White-68 to 79%
Econ Disad-48 to 58%
ELL-55 to 62%
SWD-35 to 52%
Gap Group 1-43 to 56%
Gap Group 2-51 to 60%
Gap Group 3-72 to 74%

Between which subgroups is the achievement gap closing?

All:

White

Econ Disadv

ELL

SWD

Gap Group 1

Gap Group 2

Gap Group 3

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

In 2015, we also saw improvements in social studies and science SOL tests:

Social studies from 84 to 86% pass rate

Science from 84 to 87% pass rate

Areas in Need of Improvement

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

In 2015, several sub-groups in math performed below the benchmarks. While we were accredited due to the R10 factor, we fell below AMO in the following areas:

Econ Disadv fell below by 5 percentage points

SWD fell below by 5 percentage points

Gap Group 1 fell below by 7 percentage points

Gap Group 2 fell below by 2 percentage points

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

English reading and writing SOL scores have been on a downward trend for the past three years:

Overall in reading: 92 to 91 to 90% pass rate in 2015

Overall in writing: 88 to 82 to 81% pass rate in 2015

Also, our African American students performed worse in 2015 than in 2014 in reading, writing, and social studies:

Reading--Gap Group 2 (formerly Black): 84 to 75% pass rate

Writing--Gap Group 2 (formerly Black): 67 to 58% pass rate

Social Studies--Gap Group 2 (formerly Black): 72 to 69% pass rate

Which area(s) indicate the overall lowest performance?

Students with disabilities in science (51%) and math (52%)

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

African American students on the reading SOL test fell from 84% pass rate in 2014 to 75% in 2015.

African American students in the social studies SOL test fell from 72% pass rate in 2014 to 69% pass rate in 2015.

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

African American in reading

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

Reading skills are closely aligned with skills needed to be successful in social studies, so African American students struggling on both those tests indicate a need for supports in reading instruction.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.5
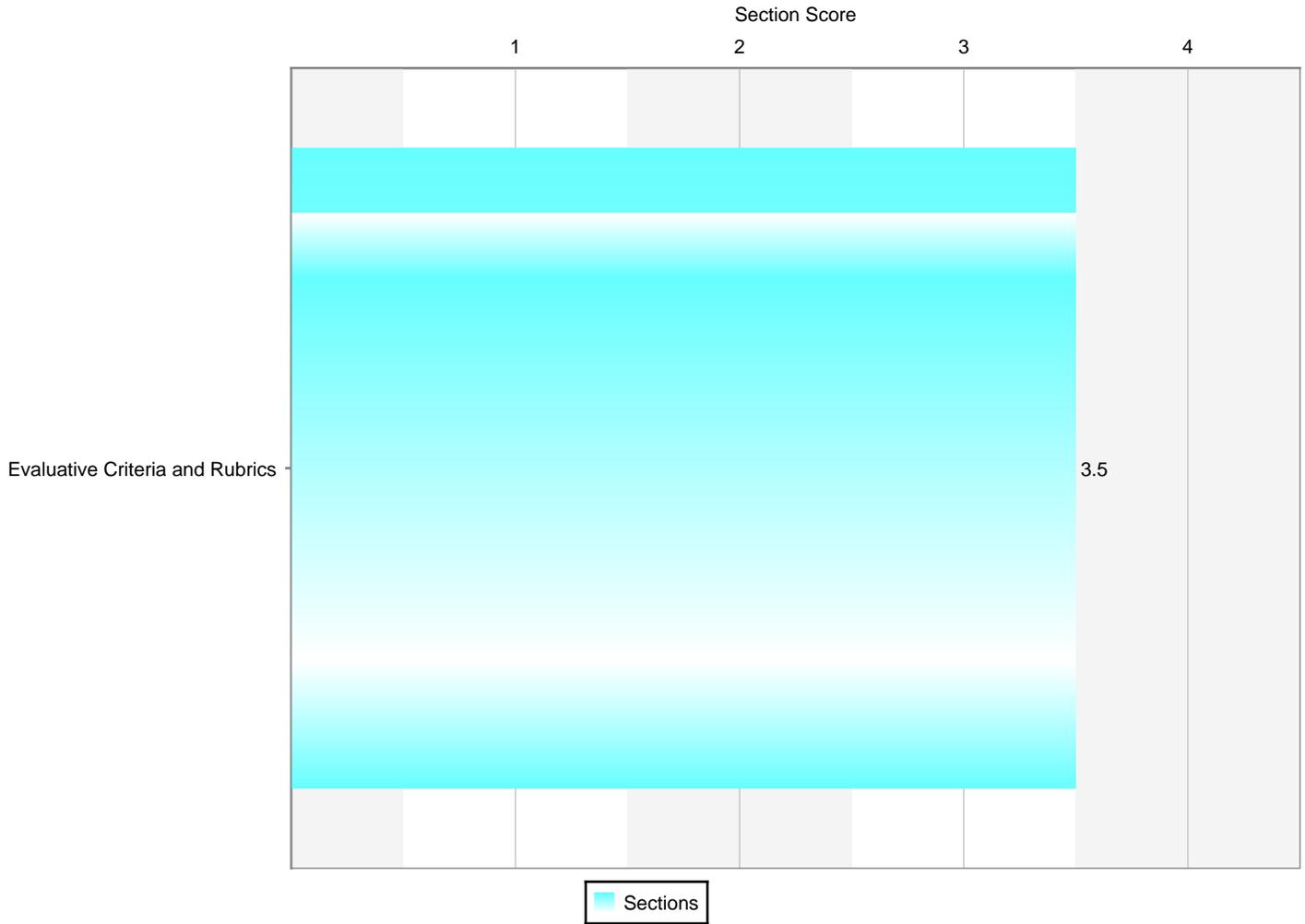
Sections

AdvancED Assurances

Introduction

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

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

AdvancED Assurances

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

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

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

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		