Accreditation Report

Alfred E. Beach High School
Savannah Chatham 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?

The faculty and staff of Beach High School, home of the Bulldogs, are dedicated to the school district's Mission and Vision: To ignite a passion for learning and teaching at high levels while preparing all our students for productive futures. Beach High School's highest priority is to focus on learning in order to cultivate the success of each and every student. To meet the growing academic needs of the students, Beach High School now occupies a new facility with a state of the art Medical and Allied Health Professions Specialty Program.

Beach High School is a historical landmark in the city of Savannah. Located in a traditionally urban area, the school was originally founded in 1867 as one of the first schools in Georgia created for the education of freed slaves and is one of the few such schools remaining in operation. Beach High School continues to represent this heritage through the growth and development of higher education in the community. The school occupied many sites throughout the local area until 1949 when a new campus was built on the current Hopkins Street site. Throughout its history Beach High School has upheld a sense of pride and tradition embodied through the "Bulldog" school mascot.

In 2010 this tradition of excellence continued as Savannah-Chatham County Public School System and Beach High School attained a School Improvement Grant allowing the school to start over with a clean slate in the Adequate Yearly Progress (AYP) process. Additionally, plans to build a new school continued. Beach High School's current site expanded to include the neighboring Hodge Elementary School property. Administration along with community stakeholders worked collaboratively with the architects, construction companies, and the District office to create a school of excellence that will serve the community in the present and future. Even as construction began, classes continued over a two year period as the new building took form. In the summer of 2013 the last vestiges of the 1949 campus were demolished and the doors opened to a state of the art 213,803 square foot facility on the now expanded 30.2 acre site.

The current demographic data for Beach High School is:

-852 Students
  1. 90% Black, 5% White, 4% Multi Racial, 1% Hispanic
  2. 49% Male and 51% Female
  3. 3.81% Free Lunch and Reduced Lunch
  4. 14% Exceptional Education Students
  5. 7.3% Remedial Education Students

-72 Highly Qualified Teachers/Staff
  1. 61% Black, 39% White
  2. 26% Male and 74% Female
  3. Experience Range from 1 Year to 30+ Years Classroom Experience

Despite the economic challenges faced by the surrounding community, Beach High School has one of the largest alumni associations in the local area and they are active in supporting the mission of Beach High School. The community serves as true stakeholders to Beach High School providing after school programs, computer labs, jobs placement, mentoring, school supplies, and uniforms through agencies such as the YMCA, Rack Room Shoes, Gulf Stream, and the Moses Jackson Center.

Beach High School offers a wide variety of academic programs to prepare students to be college and career ready including 6 career onsite pathway programs and 30 district wide career pathways. Pathway programs enable Beach High School students to either enter the workforce immediately upon graduation or continue in advanced courses in their freshman year of college or technical school. In addition to career pathways and specialty programs, 40 Beach High School students are receiving additional support through AVID (Advancement Via
Individual Determination). This program takes students who are traditionally under served in college - often first-generation college attendees, and supports them in a rigorous curriculum that allows them to be successful in high school while preparing them for post-secondary opportunities.

Some challenges Beach High School face include a large transient population due to socio-economic discrepancies, frequent moves, displaced supported housing, financial constraints, as well as military permanent change of station orders. For example, the 2010-2011 cohort is comprised of 416 students which have enrolled at some point in Beach High School. The current enrollment for the 2013-2014 school year for this cohort is comprised of 218 students. One of the challenges for Beach High School is tracking students as they transfer in and out of the school and documenting the next steps in their academic career. In an effort to support struggling students Beach High School continues to provide research based strategies and interventions to all stakeholders. Beach High School continues to provide professional development to improve classroom management skills, techniques, and the learning environment. In addition students are supported with programs like Positive Behavior Intervention Strategies (PBIS), behavioral contracts, night school (Twilight), increased parental involvement, and mentoring.

The community served by Beach High School has experienced serious economic issues that daily affect the students and the school. According to the Georgia Department of Labor, Chatham County saw an unemployment rate peaking at 10.0% in June 2013 to a slowly declining unemployment rate at 7.8% in January 2014. With the heightened unemployment rate came a rise in home foreclosures, currently at 1 in every 606 houses as of January 2014, and an increase in available rental properties. These trends have resulted in a higher transient rate for the school. According to the 2010 US Census Report within the surrounding community at large the median household income is $22,500 per annum. 30% of all residences are owner occupied in the predominantly African American community. These compounding issues have caused steady increases in the number of economically disadvantaged families served, student attendance concerns, and students requiring additional support for academic and behavioral success.

Despite the challenges Beach High School continues to improve through the dedication and support of all stakeholders including community, alumni, staff, faculty, students, and administration. As we move forward, Beach high school embraces the continuous growth of student achievement, ensuring a safe, secure, and disciplined learning environment, and demonstrating that parents, business, and community members are actively engaged in the educational process.
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.

Through a collaborative effort of the central office, faculty, staff, students, parents, and alumni, Beach High School adopted the district's mission, vision, and beliefs to guide school decisions.

Vision: From school to the world: All students prepared for productive futures
Mission: To ignite a passion for learning and teaching at high levels
To fulfill the district vision and mission Beach high school strives to:
- Facilitate continuous growth of student achievement
- Impress upon students readiness for college and career
- Ensure a safe, secure, and disciplined learning environment
- Actively engage parents, business, and community members in the educational process
- Confirm rigorous academic preparation
- Emphasize inclusiveness
- Promote cross-cultural connections
- Encourage positive relationships
- Ignite a passion for lifelong learning
- Every person has the capacity to learn
- Produce active, responsible, citizens prepared for productive futures
- Facilitate Family and Community involvement
- Individual differences acknowledged and celebrated
- Maximize the opportunities of an individual and community

The purpose of the school can be seen throughout the diverse programs and organizations that students are offered at Beach High School. Beach High School offers a wide variety of academic programs to prepare students to be college and career ready. Six career onsite pathway programs are offered, including a new state of the art Medical and Allied Health Professions Specialty Program, and 30 district wide career pathways.

Academic success can be attained through involvement in Advanced Placement (AP) courses, the Advancement Via Individual Determination (AVID) program, Zero's Aren't Permitted (ZAP), enrollment in a career pathway, support classes (math support and writers workshop), Ninth Grade Academy, instructional focus classes, or through Dual Enrollment with local universities. Remediation opportunities are offered through academic contracts, Instructional Focus, after school tutorial, Twilight, Choice Suspension Intervention Program, and Saturday School. Response to Intervention strategies (RTI) are utilized on an individualized basis to support academic and/or behavioral deficits.

Beach High School's Parent and Community Center helps implement successful and effective parental involvement policies, programs, and activities designed to improve student academic achievement and that strengthen partnerships among parents, teachers, principals, administrators, local businesses, and other school personnel in meeting the education needs of students. Emphasizing Beach High School's daily mantra of ensuring students are ready for college and career, the Career Center provide students with individualized information in
career exploration, career/job skills, college admissions, financial aid, military interest, and the general post-secondary education planning process.

The emphasis on inclusiveness can be seen as students from diverse backgrounds join together to become members of clubs and organizations such as Student Government, Student Counsel, Raising Our Standards Every Day (ROSE), Health Occupation Student Association (HOSA), Gentlemen of Distinction (GOD), Student Leadership Program (SLP), Youth Affiliation of 100 Black Men, Gear Up, Upward Bound, Educational Talent Search, Distributive Education Clubs of America (DECA), 21st Century, Jobs for Georgia Graduates (JGG), and Future Business Leaders of America (FBLA). Positive relationships are fostered through athletic teams such as basketball, volleyball, tennis, and football in addition to co-curricular activities such as marching band.
Notable Achievements and Areas of Improvement

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

The notable achievements that students and faculty at Beach High School have obtained in the last three years include a wide variety of achievements in academics, clubs, and sports.

Over the last three years Beach High School student achievement has improved in Economics and Math II with students scoring above the state average. In addition, students have met all End of Course Test (EOCT) indicators as per College and Career Ready Performance Index (CCRPI). In the past year Beach High School has risen from 68.8% to 80.8% on the CCRPI. Students have attained many accolades as representatives of Beach High School. In the past year Beach High School students with the support of the school guidance department have been awarded over $1.9 million in scholarships including a Gates Millennium Scholarship recipient, a Presidential Academic Scholarship recipient, and seven alumni based scholarships.

Data reflects a positive downward trend in student referrals, suspensions, and expulsions. Due to disproportional referrals, suspensions, and expulsions of African American students in the school district, Beach High School created a Disproportionality Reduction Plan to begin in the 2013-2014 school year. The plan consists of three goals. First, Beach High School sought to reduce the 2012-13 special education discipline events by 30% from 72 to 50 for the 2013-2014 school year. Secondly, Beach High School sought to reduce the 2012-13 general education discipline events by 30% from 584 to 409 for the 2013-2014 school year. The third goal for Beach High School was to reduce the number of special education students suspended out of the classroom (ISS plus OSS) more than 10 days during the 2012-2013 school year by 100% from 1 to 0 for the 2013-2014 school year. In analyzing the referral data from 2011-2012, 2012-2013, and 2013-2014 referral rates have dropped by more than half. Between December of the 2011-2012 school year to December of the 2013-2014 school year referrals had dropped from 570 to 201.

Teachers frequently receive recognitions. Three teachers from Beach High School have been nominated by the students and selected as WTOC “Top Teacher” in the past year. One of Beach High School's teachers earned “Coach of the Year” recognition for football while another was named 2013 All Star Team High School Senior Football Coach East. Beach High School Teachers have won Savannah Beautiful Inc. and City of Savannah Volunteer Award, Savannah Morning News Award of Excellence, Junior Achievement of Georgia and Jobs for Georgia Graduates Senior Year Program Championship Award.

Expert teachers and administrators present at local, regional, national conferences and professional development sessions including AVID, America's Choice, Pearson National Summit, Professional Association of Georgia Educators, District Professional Development, JGG and the National Council on Educating Black Children. Veteran coaches and club sponsors have been allowed to grow their programs which, in turn, have led to student growth, championships, and awards.

In the area of athletics, Beach High School has appeared and won region championships, state appearances or state championships in wrestling, basketball, track, cross country, tennis, volleyball, baseball, and softball. A number of Beach High School athletes went on to earn scholarships to multiple colleges and universities.

Inspired by Beach High School's rich cultural history Miller Bargeron Jr., director and producer, is putting together a documentary, "A Legacy Forgotten: Blue & Gold Pride," about Beach High School highlighting how the school has "always been a beacon of hope for the community".

Analysis of the data gathered in the 2014 Accountability and School Improvement Plan, Survey Results, and Stakeholder input reveals areas that Beach High School will continue to address as we move forward.

- Continue to provide a rigorous curriculum, specifically in ELA, science, social studies, and mathematics, which challenges all students to demonstrate a depth of knowledge and understanding.
Utilize a consistent, balanced and authentic variety of assessments (diagnostic, formative and summative) to evaluate student progress and adjust daily instruction to provide students with feedback and provide instruction which is differentiated and designed to meet the needs of all students.

Continue to support high expectations for student behavior, reinforce the self-governance and self improvement of students and staff, and utilize a unified approach to consistently enforce the school-wide rituals & routines and discipline plan in all classrooms.

Increase parental involvement to ensure parents become active participants in students' academic, behavioral, and social development and growth.

As one of only two high schools in the district to offer the Medical and Allied Health Professions Specialty Program, Beach High School is working to increase both the program rigor and the attendance rate.

Beach High School will increase student performance on the Scholastic Aptitude Test (SAT) and American College Test (ACT) through Professional Development for teachers, pre-AP classes for students, support classes with the AP classes, monitoring of instruction, rigor.

Beach High School improvement grant (SIG) ended at the end of the 2013 school year. As we move forward Beach High School must continue to show academic gains without the grant. Sustainability of progress without the grant is essential to the schools overall continued success. In the past three years Beach High School has implemented a more challenging curriculum combined with increased credit recovery and enrichment opportunities allowing for students to improve academically and behaviorally. A consistent building leadership team has been in place for four years, allowing for stability in planning school improvement.
Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Beach High School provides unique learning opportunities for the students in Chatham County. As part of Beach High School’s Accountability and School Improvement Plan, students at Beach High School are able to experience a number of school choice options. These options allow students to explore multiple areas of interest in order to shape their secondary and post-secondary decision making. Beach High School hosts a Science, Technology, Engineering, and Math (STEM) specialty program, allowing students throughout the school system, selected through a defined application and admittance process, to experience an exceptionally rigorous STEM curriculum. Students at Beach High School are exposed to numerous advanced laboratory experiences, research projects, and internships that promote the vision and mission of the district and school.

The Office of Diversity Affairs, Medical College of Georgia (Georgia Health Sciences University) partnered with Savannah State University and Beach High School to offer the Student Educational Enrichment Program (SEEP). Beach High School SEEP program participants are able to enroll in a college level, introductory biology course with hands-on labs. The students earn 4-hours of college credit. In addition, each participant engages in a research project with topics ranging from chemical receptors for memory loss, alcoholism, and drug addiction to gene therapy. The research projects are offered through a partnership with the faculty of Savannah State University’s College of Science and Technology.

Beach High School students have access to the Twilight High School Program. The Twilight Program is designed for students who are currently attending Savannah Chatham County Public Schools ages 16 - 20 and want course credit for required course work for graduation. Students are able to attend Twilight classes at the Beach High School Campus or at the county level. Twilight enables students to remediate course credit, graduate on time, and support non-traditional student learning.

A Graduation team will remain established (Graduation Coach, 11th\12th grade counselor, social worker, Jobs for Georgia Graduates advisor, information specialist, math coach, literacy coach, 11th\12th grade teachers, parent and community relations specialist, RTI Coordinator, Assistant Principal and Principal) and will continue to oversee prevention initiatives, focus on drop-out prevention, at-risk students, best practices that impact student achievement, attendance and grade recovery initiatives.

The counseling department has targeted students who are identified as graduating seniors to assist them in the college and financial aid application process. Junior and senior students who qualify for Free or Reduced Lunch according to Federal Guidelines are eligible for up to two ACT and SAT vouchers per academic year.

Beach High School works together to provide informational and “hands on” parent/student night(s). These parent/student nights include Open House, Annual Title I Parent Meeting, School Compact and Policy Design Meeting, Junior and Senior Parent Meeting Night, Pack the Gym, Senior College Night, No Senior Left Behind, 9th Grade Academy Night, Parent Teacher Association (PTA), and Medical And Allied Health Professions Specialty Program, Math and Science Night. These programs educate parents and students about secondary, post-secondary options and promote a culture of learning among students and their families.
Self Assessment
Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.
Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.33

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<td>1.1</td>
<td>The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.</td>
<td>The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.</td>
<td>•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present •Walk through data District Student Handbook District Staff Handbook</td>
<td>Level 4</td>
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<td>1.2</td>
<td>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.</td>
<td>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.</td>
<td>•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 •Saturday School Twilight Instructional Focus Parent Contact Logs Discipline Data Advanced Placement Rosters Advancement Via Individual Determination Medical And Allied Health Professions Specialty Program</td>
<td>Level 3</td>
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<td>1.3</td>
<td>The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.</td>
<td>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.</td>
<td>• Survey results&lt;br&gt;• The school data profile&lt;br&gt;• Agenda, minutes from continuous improvement planning meetings&lt;br&gt;• Communication plan and artifacts that show two-way communication to staff and stakeholders&lt;br&gt;• The school continuous improvement plan&lt;br&gt;• Walk Throughs</td>
<td>Level 3</td>
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improvement specialist, dedicated faculty and staff members who are all committed to the excellence of its teachers as well as its students. It
acts as an umbrella that covers the many department and collaborative groups that consistently provide direction to enhance student
learning. The leadership of the school analyzes documentation from collaborative planning minutes, grade-level team meetings, department
meetings, attendance, and student achievement data in an on-going effort to improve student success. These collaborative groups work to
provide each other with timely and constructive feedback to foster the goals of the school. Student data and school performance data is
constantly updated in order to adjust strategies as needed in order to meet performance goals. Some of the tools used for this purpose are
as follows: Teacher Keys Effectiveness System (TKES), State Wide Longitudinal Data System (SLDS), Tienet, PowerSchool/PowerTeacher,
and College and Career Ready Performance Index (CCRPI). The goals of the school are consistent with the measurements of school
improvement as defined by the CCRPI. Documentation of these processes are effectively communicated to the faculty and staff through
faculty meetings, department and grade level team meetings, email and documents accessible to all faculty on the school's computer
network. Public documentation is made available to community stakeholders through public postings on the school and district website,
phone calls, direct mail, and in the family center/counselor's office.
# 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

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| 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  
• Professional Development Calendar  
• Sustainability Plan  | Level 3 |

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| 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  
• List of assigned staff for compliance  
• Proof of legal counsel  
• Assurances, certifications  
• Governing body training plan  
• Findings of internal and external reviews of compliance with laws, regulations, and policies  
• Communications about program regulations  
• Historical compliance data  
• Governing body policies on roles and responsibilities, conflict of interest  
• Governing code of ethics | Level 3 |
## 2.3 Indicator

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.

**Response**

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.

**Evidence**

- 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
- School Improvement Grant

**Rating**

Level 3

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## 2.4 Indicator

Leadership and staff foster a culture consistent with the school's purpose and direction.

**Response**

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.

**Evidence**

- 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
- Academic Intervention Plan
- Professional Development Plan
- Positive Behavior Intervention Supports Plan

**Rating**

Level 3

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## 2.5 Indicator

Leadership engages stakeholders effectively in support of the school's purpose and direction.

**Response**

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.

**Evidence**

- 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
- Title I Plan

**Rating**

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.

Beach High School is governed by the Savannah Chatham County Board of Education whose purpose is to develop policies and procedures for the orderly operation of the schools found under its jurisdiction. These policies are developed in accordance to the Board Guiding Principles. In turn, Beach High School uses these same Guiding Principles as a guide when developing its School Accountability Plan which must address specific areas in support of the District's Accountability System.

The Board of Education has regular monthly meetings to create, revise and evaluate the policies and practices set in place by the Board of Education. As policies and procedures are updated, the Board of Education sends an update to all stakeholders by placing the revision or addition on the district's intranet called ACORN. It is then the responsibility of all school staff to read the revision and/or addition to ensure compliance is met. Each school year, internal and/or external audits are conducted at each school to measure the effectiveness of policy implementation. Beach High School's most recent internal audit noted that it was in complete compliance with fiscal management practices and had no findings needing corrective action.

The Board of Education operates with a standard of excellence and accountability as evidence with receiving the GSBA Quality Board award. The Board of Education's bylaws govern its actions of making decisions in the best interest of the students of Chatham County. The Board of Education ensures that it follows its own bylaws, Code of Ethics and standards by being monitored by the Internal Audit Department whose purpose is to bring a systematic, disciplined approach to evaluating the effectiveness of risk management, control, and governance processes. This is done by performing consulting engagements, operational audits, performance audits, financial audits and control self assessments. The Board of Education also has two attorneys, Attorney Leah Holiday and Attorney Lester B. Johnson, III, who monitors all decisions and actions of the Board.

The Board of Education and School Superintendent respects the autonomy of the school leadership and has granted Beach High School operational flexibility with evidence being the sustainability plan approved by the Superintendent after the School Improvement Grant expired in 2013. Though autonomy is granted, the school Principal is under the direct supervision of the Superintendent who reviews school progress and makes recommendations to the School Board of Education on program direction. The Superintendent further monitors the school operations by providing technical assistance through the department of Academic Affairs which has quarterly monitoring meetings at the school to ensure compliance in all Board of Education policies, School Accountability Plan implementation and pertinent initiatives.

At the school level, Beach High School has a high achieving Principal which guides the creation and implementation of the School Accountability Plan.
Accountability Plan and implementation of school initiatives. The school moved from having a graduation rate of 51% in 2010 to 65% in 2013 and has a projected 70%-72% graduation rate in 2014. The Principal, along with the school's leadership team, reviews pertinent information such as discipline, attendance, walkthrough, academic and fiscal data to develop plans of action for the school. The Principal and Leadership Team will use this information to create the school professional development calendar and monitor implementation of initiatives that affect discipline, attendance and overall school improvement. Minutes from the meetings are uploaded in Indistar which is an electronic federal and state monitoring tool. You will note from our academic progress data that Beach High School has made significant academic gains each year because of the continued efforts the Principal and Leadership Team. Notably meeting and exceeding End of Course Tests (EOCT) state targets on the 2013 College and Career Readiness Performance Index in Economics, Physical Science and Math 2. Beach High School also met subgroup targets on all EOCTs as indicated on the 2013 College and Career Readiness Performance Index.

Beach High School's strength is its Leadership Team which helps monitors and sets the direction of the school. The Leadership Team reviews the indicators in Indistar to ensure the school is on the appropriate path set at beginning of the year and makes suggestions for change when necessary. Quarterly Technical Assistance reports indicate that Beach High School is progressing as expected and is moving in the right direction as also shown in its academic data noting high gains each year since 2010. The leadership team will continue to monitor and evaluate all initiatives at Beach High School to ensure all are necessary. It's important to focus on what works well and eliminate initiatives and practices that don't make expected gains.

Teachers are provided professional development at the beginning of the school year based on administrative and leadership team creation of school improvement plan. The professional development calendar may change based on new district or state initiatives and/or by analyzing walkthrough or evaluation data showing that a school deficiency needs to be addressed. If a deficiency is noted via a focus walk or evaluation data, either school wide or differentiated professional development is provided. New personnel are paired with highly effective teacher mentors to guide the new teachers on what is expected at Beach High School.
## 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: 3.08

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| 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 |

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| 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  
• Standards-based report cards  
• Surveys results  
• Curriculum writing process  
• Products – scope and sequence, curriculum maps  
• Lesson plans aligned to the curriculum | Level 3 |
<table>
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| 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 |
| 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  
• Recognition of teachers with regard to these practices  
• Surveys results  
• Examples of improvements to instructional practices resulting from the evaluation process  
• Administrative classroom observation protocols and logs | Level 3 |
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<tr>
<td>3.5</td>
<td>Teachers participate in collaborative learning communities to improve instruction and student learning.</td>
<td>All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes 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 occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.</td>
<td>• Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project • Common language, protocols and reporting tools • Agendas and minutes of collaborative learning committees • Calendar/schedule of learning community meetings • Survey results • Peer coaching guidelines and procedures</td>
<td>Level 3</td>
</tr>
<tr>
<td>3.6</td>
<td>Teachers implement the school's instructional process in support of student learning.</td>
<td>All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.</td>
<td>• 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</td>
<td>Level 3</td>
</tr>
<tr>
<td>Indicator</td>
<td>Statement or Question</td>
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| 3.7       | Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.                                           | School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance. | • Records of meetings and walk thrus/feedback sessions  
• Survey results  
• 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  
• Personnel manuals with information related to new hires including mentoring, coaching, and induction practices  
• New Teacher Orientation (THRIVE) | Level 3 |
| 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  
• Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process  
• School Improvement Grant (SIG) | Level 3 |
### Indicator 3.9

**Statement or Question:**
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.

**Response:**
School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.

**Evidence:**
- List of students matched to adult advocate
- Survey results
- Curriculum and activities of formal adult advocate structure
- Master schedule with time for formal adult advocate structure
- Description of formal adult advocate structures
- Teachers as Advisors
  - Student Teacher Mentorship Program (for Graduation)

**Rating:** Level 3

### Indicator 3.10

**Statement or Question:**
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.

**Response:**
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.

**Evidence:**
- 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
- Bi-Weekly Progress Reports
- School Improvement Plan (SIG)

**Rating:** Level 3
Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The faculty and staff of Beach High School worked in unison with Pearson/America's Choice on school improvement focusing on school leadership team, professional development, effective instructional techniques, quality benchmark assessments, data analysis, and effective monitoring of performance.

The staff of Beach High School has taken on a "whatever it takes attitude" to ensure each students success. Beach High School offers a programs that is tailored to student needs including Saturday School, tutorial (with transportation), evening school (Twilight), summer school, and the use of a district-wide standards-based curriculum platform work to ensure student success at the secondary level and beyond.

Common planning allows the established professional learning communities an opportunity to promote consistency with planning for common assessments, common syllabi, standards-based grading strategies, differentiation of instruction based on student needs, and implementation of best practices. Standards based report cards, increased dual enrollment, lesson plans aligned to the curriculum, common assessments, common planning, professional learning community meetings, professional learning calendar, peer mentoring, common syllabi and course descriptions, parent nights, academic nights, and call out announcements, all serve as evidence of the school’s strengths in Standard 3. Beach High School provides and coordinates learning support services to meet the unique learning needs of students. School personnel use data to identify student needs based on academic proficiency, behavioral data, and observations.
Teachers are required to post standards, objectives, and provide course evaluations to ensure that students are held to the same standard in each classroom, through each content area and grade level. Finally, students have summative and formative assessments administered by the teacher, school, and state to ensure that standards are addressed by the teacher and met by the students. Data is used from assessments to drive student learning and then to determine the level of mastery. Each evaluation, meeting, and assessment provided by administration or teachers is essential in the growth of Beach High School. Through collaboration, teachers create assessments to meet the standards and objectives provided by the state of Georgia. New teachers are placed in teacher mentor partnerships in which a veteran teacher inside of the building coaches, guides, and becomes a source of support for the new teacher. Additionally, the district program for new teachers, THRIVE, provides a system of support from the district to teachers new to the county either as a beginning teacher or a transfer teacher. Professional development provides guidance, support and strategies as well as a focus on the use of technology in all classrooms. Each of these programs set up by the state, county, or school have proven to be vital in the success of the turnaround of Beach High School. Collaboration, professional developments, and mentor programs have all been essential in providing academic excellence in each classroom.

As Beach High School moves forward administration, coaches, teachers, and students will utilize the instructional focus and advisement periods to provide additional individualized instruction and support. Each member of the faculty and staff is held to standards set forth through the employee handbooks, collaboration, and expectations from administration, which enable students to achieve at high levels. Interaction between Beach High School and its community is essential for the growth and success of the students.
**Standard 4: Resources and Support Systems**

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

Overall Rating: 3.14

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<tr>
<td>4.1</td>
<td>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.</td>
<td>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.</td>
<td>•School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff</td>
<td>Level 3</td>
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<td>4.2</td>
<td>Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.</td>
<td>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.</td>
<td>•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</td>
<td>Level 3</td>
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| 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. | • Records of depreciation of equipment  
• Survey results  
• Documentation of compliance with local and state inspections requirements  
• Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.  
• System for maintenance requests  
• Maintenance schedules  
• Safety committee responsibilities, meeting schedules, and minutes | Level 3 |

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| 4.4 | Students and school personnel use a range of media and information resources to support the school's educational programs. | Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information. | • Budget related to media and information resource acquisition  
• Survey results  
• Data on media and information resources available to students and staff  
• Schedule of staff availability to assist students and school personnel related to finding and retrieving information | Level 3 |

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| 4.5 | The technology infrastructure supports the school's teaching, learning, and operational needs. | The technology infrastructure is modern, fully functional, and 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 continuously improve technology services and infrastructure. | • Technology plan and budget to improve technology services and infrastructure  
• Assessments to inform development of technology plan  
• Survey results  
• Policies relative to technology use  
• Training Programs New State of the Art Facility | Level 4 |
Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing.

Cite sources of evidence External Review team members may be interested in reviewing.

Beach High School has resources which are used in an appropriate and focused way, in order to promote and ensure that all students are successful. Beach High School offers a college preparatory track, technology based track, or dual enrollment to ensure all students are prepared for productive futures. Beach High School students and teachers have access and utilize technology in the classroom through handheld devices, interactive whiteboards, interactive slates, multimedia projectors, digital cameras, student response devices, and video broadcast cart systems. The teachers are trained to properly use and monitor the use of media and technology in the classroom via professional development, district training, and training on an individualized basis (as needed). Beach High School ensures technological safety through the utilization of administrative monitoring.

In 2010, the school districted implemented the Turnaround Reform model at Beach High School. As a result, a new administration, teachers, and staff, were hired. Beach high school staff includes 74 highly qualified teachers, 6 certified paraprofessionals, and a critical support staff of a career technical instructor, a parent and community relation specialist, a speech language pathologist, a school social worker, a job coach, a transition specialist, instructional coaches, and a guidance department. Teacher recruitment and retention is based on rigorous,
performance-based, competencies which is monitored through the SCCPSS Accountability Plan and is supported by both the Human Resources Department and the Division of Academic Affairs.

Beach high school hosts a new facility designed specifically for our student population. The new building promotes a positive environment for the students, teachers, and staff. Beach High School's schedule is divided up into seven periods to include academics, instructional focus, advisement, and electives. The instructional focus period allows for students to receive additional support in instructional areas, enrichment lessons, and standardized test preparation.

Student safety is a primary concern for all stakeholders as evidenced by school survey results. Beach High School's Safety Committee developed and revises (as needed) the emergency plan that supports the school needs. All committee members are trained in National Incident Management (NIM) levels 200 and 700, per board policy.

The budget for the school, the master schedule, school calendar, school safety plan, and building maintenance meetings are all examples of evidence for Standard 4. The infrastructure of Beach High School was addressed during each step of the building process and was designed to meet current and future needs of our school population. Beach High School needs are being addressed through the strategic plan and the school improvement plan.
Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 3.0

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

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| 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  
• Written protocols and procedures for data collection and analysis  
• 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 | Level 3 |
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| 5.3       | Professional and support staff are trained in the evaluation, interpretation, and use of data. | All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data. | • Policies specific to data training  
• Professional learning schedule specific to the use of data  
• Documentation of attendance and training related to data use  
• Survey results  
• Training materials specific to the evaluation, interpretation, and use of data | Level 3 |

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| 5.4       | The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. | Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level. | • Student surveys  
• Agendas, minutes of meetings related to analysis of data  
• Description of process for analyzing data to determine verifiable improvement in student learning  
• 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 | 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.

Beach High School has implemented an assessment plan that evaluates student learning throughout the year through formative assessments, summative assessments, benchmarks, strategic learning objectives (SLO), standardized tests, EOCTs, AP tests, midterm exams, and final exams. In each class (year-long class or a semester class), student knowledge is gauged at the beginning of the course to determine student needs. Evaluations guide the teaching process through the mid-term and final to assure student depth of knowledge meets the required standards. Teacher assessments are designed collaboratively by subject area. Data is continuously used to ascertain student needs and to implement differentiated instruction throughout the year.

Beach High School emphasizes data driven classrooms to ensure that all students are prepared for productive futures. Teacher training in data analysis is provided through Professional Development sessions focusing on topics such as analysis of student work, data application, collaborative planning, and instruction. Professional development sessions are held weekly throughout the year.
Report Summary

Scores By Section

<table>
<thead>
<tr>
<th>Standard</th>
<th>Section Score</th>
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<tbody>
<tr>
<td>Standard 1: Purpose and Direction</td>
<td>3.33</td>
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<tr>
<td>Standard 2: Governance and Leadership</td>
<td>3</td>
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<tr>
<td>Standard 3: Teaching and Assessing for Learning</td>
<td>3.08</td>
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<tr>
<td>Standard 4: Resources and Support Systems</td>
<td>3.14</td>
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<tr>
<td>Standard 5: Using Results for Continuous Improvement</td>
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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

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<tr>
<th>Label</th>
<th>Assurance</th>
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<tbody>
<tr>
<td>1.</td>
<td>Did you complete the Stakeholder Feedback Data document offline and upload below?</td>
<td>Yes</td>
<td></td>
<td>Stakeholder Feedback Worksheet</td>
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</table>
## Evaluative Criteria and Rubrics

Overall Rating: 3.5

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<tr>
<td>1. Questionnaire Administration</td>
<td>All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.</td>
<td>Level 4</td>
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<tr>
<td>2. Stakeholder Feedback Results and Analysis</td>
<td>All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.</td>
<td>Level 3</td>
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</table>
Areas of Notable Achievement

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

The parent survey indicates a strong belief that Beach High School held high expectations for students in all classes. Student survey results indicate that they are aware that administration and teachers have high expectations. Additionally, survey results indicate students are aware programs and services are available to them to help them succeed. Staff survey results notate the school purpose statement is clearly focused on student success.

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

Trends support an increase in multiple areas. Most stakeholders believe there is a high level of expectation for student success among all students in our school. Teachers use multiple assessment strategies to check for student understanding and mastery of the content supporting this belief. Most stakeholders believe that Beach High School provides a number of programs and services to help students succeed and provide opportunities for these students to participate in activities that they enjoy. Survey results indicate parents believe their child has access to support services based on his/her identified needs and that their child has access to a broad array of current technology which assists in the educational process.

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

The stakeholder feedback data is consistent in the belief that Beach High School's purpose statement is clearly focused on student success. Survey data also is consistent in showing that Beach High school sets high expectations for learning and provides multiple opportunities for student success.
Areas in Need of Improvement

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

In analyzing the student survey data, there was a definite trend in student belief that respect among students is low. Our lowest level of satisfaction among students is that student property is not respected by other students. Another low satisfaction rate was reflected in the areas of treating adults with respect.

The lowest level of satisfaction in reviewing the parent survey denotes that the school's governing body does interfere with the operation or leadership of our school and suggests the school's governing body is not always successful in operating responsibly and functioning effectively.

In reviewing the staff survey data, there was a downward trend in all school personnel regularly engaging families in their student's learning progress. Staff surveys indicated some teachers need to more effectively and efficiently provide students with specific and timely feedback about their learning.

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

Respect for persons and property is the largest decreasing trend seen in the survey results for students. Another area of declining stakeholder satisfaction is the effective engagement parents in their student's learning process in addition to timely academic feedback.

What are the implications for these stakeholder perceptions?

Survey results indicate a need for additional respect building and character education to address respect for each other, respect for teachers, and respect for student property.

Beach high school needs to work to bridge the parental communication gap between governing offices and the high school.

Professional development is a valuable tool that can facilitate training to address staff concerns regarding family engagement in the student learning process and providing strategies for effective and timely feedback.

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

Though our purpose and vision is clear, the stakeholder survey findings indicate consistent concerns regarding student respect issues.
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

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Did you complete the Student Performance Data document offline and upload below?</td>
<td>Yes</td>
<td></td>
<td>Student Performance Worksheet</td>
</tr>
</tbody>
</table>
## Evaluative Criteria and Rubrics

**Overall Rating:** 3.25

<table>
<thead>
<tr>
<th>Statement or Question</th>
<th>Response</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td><strong>Assessment Quality</strong>&lt;br&gt;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.</td>
<td>Level 3</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td><strong>Test Administration</strong>&lt;br&gt;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.</td>
<td>Level 4</td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td><strong>Quality of Learning</strong>&lt;br&gt;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.</td>
<td>Level 3</td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td><strong>Equity of Learning</strong>&lt;br&gt;Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.</td>
<td>Level 3</td>
</tr>
</tbody>
</table>
Areas of Notable Achievement

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

Over the last three years Beach High School student achievement has improved in Economics and Math II with students scoring above the state average. In addition, students have met all End of Course Test (EOCT) indicators as per College and Career Ready Performance Index (CCRPI). In the past year Beach High School has risen from 68.8% to 80.8% on the CCRPI.

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

Beach High School showed a positive trend in performance in the areas of American Literature, Physical Science, Math II, US History, and Economics on the EOCT.

Which area(s) indicate the overall highest performance?

The highest overall performance was in the area of Economics on the EOCT.

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

The sub-group of Economically Disadvantaged showed a trend toward increasing performance in the area of English, Math, and US History.

Between which subgroups is the achievement gap closing?

The assessment score between the EOCT in the area of American Literature and Economics indicates that the achievement gap for the sub-group of Economically Disadvantaged is becoming less.

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

Beach High School has seen an increase in the American Literature and Economics assessment results during the school year on our formative assessments, which was then consistent with our result on the EOCT.
Areas in Need of Improvement

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

Beach High School showed a below expected level of performance on the Algebra I portion of the EOCT.

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

Beach High School showed a negative trend in performance on the Algebra I portion of the EOCT.

Which area(s) indicate the overall lowest performance?

The area of lowest overall performance for Beach High School was on the Algebra I portion of the EOCT.

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

The sub-group of Economically Disadvantaged showed a trend toward decreasing performance in the area of Algebra I.

Between which subgroups is the achievement gap becoming greater?

The assessment score between the EOCT in the area of Algebra I indicates that the achievement groups for the sub-group of Economically Disadvantaged are becoming greater.

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

We do not expect to see the negative trend for the Economically Disadvantaged sub-group as indicated on the summative assessment based on our results from the formative assessments completed throughout the school year.
Scores By Section

Section Score

1 2 3 4

Evaluative Criteria and Rubrics 3.25
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

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>The institution has read, understands, and complies with the AdvancED Policies and Procedures.</td>
<td>Yes</td>
<td></td>
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<tr>
<td>2.</td>
<td>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</td>
<td>Yes</td>
<td></td>
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<tr>
<td>3.</td>
<td>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)</td>
<td>Yes</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td>The institution monitors all financial transactions through a recognized, regularly audited accounting system.</td>
<td>Yes</td>
<td></td>
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<td>5.</td>
<td>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).</td>
<td>Yes</td>
<td></td>
<td>2014 Accountability and School Improvement Plan</td>
</tr>
</tbody>
</table>