Report of the
Quality Assurance Review Team
for
H.V. Jenkins High School
1800 East Derenne Avenue
Savannah, Georgia, United States 31406

Mr. William L. Brannen, Principal

Review Dates: 03/06/2012 - 03/07/2012

North Central Association Commission on Accreditation and School Improvement (NCA CASI) and
the Southern Association of Colleges and Schools Council on Accreditation and School Improvement
(SACS CASI) are accreditation divisions of AdvancED.
Quality Assurance Review Report

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About AdvancED and NCA CASI/SACS CASI

Background. Founded in 1895, the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) accredit public and private schools and districts in 30 states, the Navajo Nation, Latin America, and the Department of Defense Schools worldwide.

In April 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE) came together to form one strong unified organization dedicated to education quality. That unified organization, known as AdvancED, creates the world’s largest education community, representing 27,000 public and private schools and districts across the United States and in 65 countries worldwide and educating 15 million students.

NCA CASI and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI and SACS CASI have defined shared, research-based accreditation standards that cross state, regional, and national boundaries. Accompanying these standards is a unified accreditation process designed to help schools continuously improve.

The Accreditation Process. To earn and maintain accreditation from NCA CASI or SACS CASI, schools must:

1) Meet the AdvancED Standards and Policies for Quality Schools. Schools demonstrate adherence to the AdvancED standards and policies which describe the quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance and organizational effectiveness.

2) Engage in continuous improvement. Schools implement a continuous improvement process that articulates the vision and purpose the school is pursuing (vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (profile); employs goals and interventions to improve student performance (plan); and documents and uses the results to inform what happens next (results).

3) Demonstrate quality assurance through internal and external review. Schools engage in a planned process of ongoing internal review and self-assessment. In addition, schools host an external Quality Assurance Review Team once every five years. The team evaluates the school’s adherence to the AdvancED quality standards, assesses the efficacy of the school’s improvement process and methods for quality assurance, and provides commendations and required actions to help the school improve. The team provides an oral exit report to the school and a written report detailing the team’s required actions. The school acts on the team’s required actions and submits a progress report following the review.

NCA CASI and SACS CASI accreditation engages the entire school community in a continuous process of self-evaluation and improvement. The overall aim is to help schools be the best they can be on behalf of the students they serve.
Introduction to the Quality Assurance Review

**Purpose.** The purpose of the Quality Assurance Review is to:

1. Evaluate the school's adherence to the AdvancED quality standards and policies.
2. Assess the efficacy of the school's improvement process and methods for quality assurance.
3. Identify commendations and required actions to improve the school.
4. Make an accreditation recommendation for review by the national AdvancED Accreditation Commission.

A key aim of the Quality Assurance Review is to verify that the school is operating with institutional integrity - that it is fulfilling its vision and mission for its students.

**School Preparation.** To prepare for the Quality Assurance Review, the school community engages in an in-depth self assessment of each of the seven AdvancED standards. The school identifies and describes the evidence that demonstrates that it is meeting each standard. Through this internal review, the school examines how its systems and processes contribute to student performance and school effectiveness.

**Summary of Team Activities.** The Quality Assurance Review Team is led by an AdvancED certified team chair and comprised of professionals from outside the school. The team reviews the findings of the school's internal self-assessment, conducts interviews with representative groups of stakeholders, reviews student performance data and other documentation provided by the school, and observes practices and daily operations. The team engages in professional deliberations to reach consensus on the school's adherence to the standards for accreditation. The team provides an oral exit report and prepares a written Quality Assurance Review Team Report designed to help the school improve.

**The Quality Assurance Review Team Report.** Following the visit, the review team completes the Quality Assurance Review report. After review by a nationally-trained reader, the report is submitted to the school. The report contains commendations and required actions for improvement.

**Using the Report - Responding to the Required Actions.** The school uses the report to guide its improvement efforts. The school is held accountable for addressing the required actions identified in the report. The NCA CASI/SACS CASI State Office is available to assist schools in addressing the required actions. At prescribed intervals, the school must submit a progress report detailing the actions and progress the school has made on the team's required actions. The report is reviewed at the state and national level to ensure the school is addressing the required actions.

**Accreditation Recommendation.** The Quality Assurance Review Team uses the findings from the onsite visit to make an accreditation recommendation that is reviewed by the AdvancED Accreditation Commission. Accreditation is granted by the AdvancED Accreditation Commission and communicated to the school following action from the commission.
Summary of Findings

A Quality Assurance Review Team representing the SACS CASI Georgia State Office (SACS-CASI-GA), a division of AdvancED, visited the H.V. Jenkins High School in Savannah, Georgia, United States on 03/06/2012 - 03/07/2012.

During the visit, members of the Quality Assurance Review Team interviewed 19 members of the administrative team, 18 students, 9 parents, and 21 teachers. In addition, support staff were interviewed. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

1. Vision and Purpose
2. Governance and Leadership
3. Teaching and Learning
4. Documenting and Using Results
5. Resource and Support Systems
6. Stakeholder Communications and Relationships
7. Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and required actions.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

Commendation 1

Commendation Statement:
The administrative team's leadership, stability, and low staff turnover enhance the school's effectiveness.

Evidence:
The QAR (Quality Assurance Review) team observed that the principal is highly respected and that he is familiar with students, often interacting with them.

Rationale:
It is imperative to build relationships with students as well as other stakeholders to support a school.
Commendation 2

Commendation Statement:
Media services and access to core instructional technology through the media center is a strength.

Evidence:
The team observed large numbers of students in the media center working in groups and being supported by the media specialist.

Rationale:
The media center plays an important role in helping create learning for students that will last a life time. When students have learned how to work with media services, they are more likely to continue their learning.

Commendation 3

Commendation Statement:
An open door policy is modeled by the administration and is clearly embraced by faculty and staff.

Evidence:
Stakeholder interviews affirmed that the school's open door policy was very effective in addressing school concerns proactively.

Rationale:
A school makes major gains when all stakeholders know and understand how to communicate.

Commendation 4

Commendation Statement:
The faculty provides a caring and safe environment for student learning.

Evidence:
Student, parent, and teacher interviews revealed that the number of disciplinary referrals has decreased greatly during the past three years.

Rationale:
The first order of any school improvement is to have a safe and orderly school.

Commendation 5

Commendation Statement:
Teacher and student morale is very positive due to the quality of the relationships that have been developed with staff and students.

Evidence:
Stakeholder Interviews and QAR team observations indicated that the school enjoys a positive school culture.
Rationale:
When students feel that they are important to teachers and staff, they naturally want to do better.

Required Actions

In addition to the commendations, the Quality Assurance Review Team identified the following required actions for improvement. The team focused its required actions on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for addressing each of the required actions noted in this section. Following this review, the school will be asked to submit a progress report on these required actions.

**Required Action 1**

**Required Action:**
Develop a systematic and intentional process for accumulating and analyzing formative data that will impact instruction and student learning.

**Evidence:**
Teachers interviews revealed that the school is at a beginning stage and needs additional training in data analysis.

**Rationale:**
it is imperative for school improvement that schools have a process for using data to improve and to drive instruction.

**Required Action 2**

**Required Action:**
Design a structure for looking at trend data from ninth through twelfth grades to determine effectiveness of the various pathways of the school.

**Evidence:**
Interviews revealed that the school has no process to determine which pathways yield the best results.

**Rationale:**
Schools should evaluate different programs in order to determine effectiveness and make changes that are based upon results and data.

**Required Action 3**

**Required Action:**
Develop a structured plan for meetings to ensure all faculty are involved.

**Evidence:**
Teacher interviews revealed that there is no structure for meetings. Teachers felt this would be helpful as the school continues to make changes.
Rationale:
Schools should have a structure in place to maximize meetings and share information.

Required Action 4

Required Action:
Update the technology plan to provide more support for online assessments.

Evidence:
Staff interviews revealed a concern regarding how to administer online assessments in a timely method.

Rationale:
It is important to use technology to support and change instruction with a focus on student achievement.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the required actions made by the team. Include methods for monitoring progress toward the required actions.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the required actions. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the required actions. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Celebrating Accreditation
Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The SACS-CASI-GA accreditation seals are available at www.advanc-ed.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.
Summary
The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the required actions noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.
Review of AdvancED Standards for Quality Schools

The primary requirement for accreditation is that the H.V. Jenkins High School demonstrates that it meets the seven standards for accreditation. The findings of the Quality Assurance Review Team regarding the standards for accreditation are summarized on the following pages.

Standard 1: Vision and Purpose

**Standard:** The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

**Description** - The team noted how the school met the intent of the standard based on the preponderance of evidence:

The Savannah Chatham County Public Schools and Jenkins High School’s (JHS) Vision and Mission statement is visually evident from the moment one walks in the front door of the school. “From school to the world. All students prepared for productive futures” and “To ignite a passion for learning and teaching at high levels”. From banners to bulletin boards, these statements are visible. From the reciting of these statements on the school’s morning news program to parents and stakeholders vocalizing the importance of the statements, all have interest in living up to these statements.

JHS has in place a Student Accountability Plan and a listing of data-driven, student-oriented improvement goals to ensure the vision and mission is understood. The QAR team saw evidence of these goals being identified through the use of a student handbook, news announcements, and an active PTSA.

The well-trained and dedicated staff helps to ensure continuous learning by making available and maintaining a detailed school profile, tutorial opportunities for students, and an extensive testing program.

A wide array of extracurricular clubs, detailed course syllabi, and specific IEP’s for appropriate students are examples of how the school documents and ensures that the system and school statements are connected to the purposes of teaching and learning.

**Strengths** - The team noted the following successful practices deserving of recognition:

- Faculty provide a caring and safe environment.
- Staff initiate and work continuously to create and to maintain personal relationships with students.
- The school utilizes data to structure, plan, and enhance the path for educational success for all students.

**Opportunities** - The team offers the following opportunities for improvement for consideration by the school:

- Consider developing a more consistent structure for both leadership and data team meetings.

**Finding:** H.V. Jenkins High School has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.
Standard 2: Governance and Leadership

Standard: The school provides governance and leadership that promote student performance and school effectiveness.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Under the jurisdiction of the Savannah Chatham County Board of Education, JHS follows federal, state and local regulations and policies. Evidence of this is found in the application of the county level teacher handbook and school level student handbook.

Interviews with the principal and staff indicate that there is adequate communication between these two groups by using the School Leadership Team, mutual respect between these two groups, input from the entire staff on the formulation of the annual budget, and input from county level administrators.

The gathering of data of student performance was indicated by interviews with the staff. This data are used to guide, direct, adjust, and change instruction by teachers with the goal of improving student performance. This practice is largely driven by summative data, though the visiting team saw the beginnings of more comprehensive data analysis.

County level professional development programs ensure professional growth, maintain certification, and provide leadership opportunities for faculty and administration. Interviews with the staff indicate that their evaluation of the training and staff development is appreciated and accepted. Using an active PTSA, Parent-Teacher Conference Day, automated telephone messages, informational academic websites and E-mail, information is directed to the stakeholders about instruction, announcements, student attendance, academic progress, or lack thereof.

Extra-curricular activities such as Explorer Scout opportunities, the Warrior Council, peer mediation support as well as a host of athletic and academic teams and clubs are present and well attended. All are important to JHS and this was supported by interviews and a number of artifacts.

Interviews with parents indicate that they are pleased with all aspects of the student opportunities. Parents indicated that they are happy to participate, volunteer, assist, and fund opportunities for students. The school maintains an open door policy and as a whole the parents feel that they can express their concerns at any time.

Strengths - The team noted the following successful practices deserving of recognition:

- County level professional development has created a positive atmosphere for the improvement of student learning.
- County level dissemination of information concerning state and local policies such as a county policy teacher’s handbook and a coach’s handbook for the athletic coaches has resulted in a feeling by the teachers of support from the county level.
- Teacher and student morale is very positive due to the quality of the relationships that are being developed between the staff and the students. A family-like atmosphere fosters respect for each other and a genuine interest in care and support.

Opportunities - The team offers the following opportunities for improvement for consideration by the
Explore strategies to involve a more complete representation of all parents in activities and decision-making.

**Finding:** H.V. Jenkins High School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

### Standard 3: Teaching and Learning

**Standard:** The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

**Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:**

Instructional planning through well-designed instructional units was noted. Using the Understanding by Design framework, typical unit plans show a strong correlation to Georgia Performance Standards.

There is evidence of rigorous curriculum and instruction and students are routinely engaged in high level work. The school clearly promotes strong student achievement related to the Georgia Performance Standards. These expectations are shared, as evidenced in interviews, by parents, students, and staff. The school leadership maintains a daily class schedule that promotes and protects instructional time in an effort to maximize student/teacher contact.

Artifacts indicate that 100% of the instructional staff meets the federal definition of highly qualified. Media staff members are available to provide comprehensive information and media services for teachers and students.

Regular and ready access to interactive instructional technology is limited for students and staff. While a total of 10 classrooms (CTAE, Business, and Engineering) have computer labs, these are not for general academic use. Student contact with technology is limited primarily to the media center and to students enrolled in the aforementioned classes.

Presently, there is limited use of formative assessment data and feedback by teachers to guide instructional and intervention needs. Students and teachers report the availability of tutorials before and after school for students if they are having difficulty, though there is no specific plan or process to recruit struggling students who need assistance. Whether students receive additional help largely depends on their ability and desire to seek assistance.

The school makes effective use of various academy structures to enhance instruction and student achievement. Academies centered around the AVID program, Engineering cluster, various CTAE pathways, and Advanced Studies provide students an opportunity to have a sense of belonging to an academic group. This strengthens their ties to the school and helps ensure their completion of a high school education.

The school participates in the district’s annual school climate surveys and incorporates the findings into their profile data for improvement planning purposes.
Strengths - The team noted the following successful practices deserving of recognition:

- Low staff turnover enhances the school’s effectiveness with students. The staff is dedicated to the success of students, who are able to see and acknowledge the high degree of competence of the faculty.
- There is a significant cadre of students who are highly motivated and who are given leadership and performance opportunities within the school.
- Media services and access to core instructional technology through the media center is a strength. While the overall amount of technology access may be limited, teachers and media staff work together to make the most effective use of what is available.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Facilitate a more structured and frequent opportunity for staff to meet and plan together.
- Develop a systematic and intentional process for accumulating and analyzing formative data that will impact instruction and student learning.
- Consider using teacher made common assessments, information gleaned from the use of the Online Assessment System, and other like sources.

Finding: H.V. Jenkins High School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 4: Documenting and Using Results

Standard: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

JHS makes extensive use of several standardized summative measures including Advanced Placement test scores, Georgia End of Course Test scores, and Georgia High School Graduation Test scores. There is evidence of evolving, though limited, use of formative assessment data.

The school utilizes data provided by the annual Savannah-Chatham County School System’s Climate Survey. This survey provides perception data gathered from teachers, students, and parents giving the school both a three year trend history of its own data as well as a comparison to the other schools of the system. This data generally shows an improving school climate that is positively impacting student outcomes.

The school also uses several data sources to develop its annual accountability plan. Listed data includes SAT results, ACT results, Advanced Placement results, attendance data, dropout statistics, graduation rates, graduation test results, End of Course Test results, PSAT data, professional development data, grade distribution reports, the school improvement plan, and student behavior data.

While there is evidence of the collection and posting of data, there is limited evidence suggesting careful analysis of the complete data set. Artifacts indicate that the school presently is focusing on language arts
and math student performance data.

**Strengths - The team noted the following successful practices deserving of recognition:**

- JHS effectively uses teacher and student data to inform decisions regarding teaching assignments and class placements.
- Teachers utilize the State Longitudinal Data System (SLDS) to provide insight into the make-up of classes and the performance of individual students.
- The district annual climate survey shows consistent and significant improvement in the school culture during the last three years.

**Opportunities - The team offers the following opportunities for improvement for consideration by the school:**

- Employ data teams more effectively to provide analysis for student and school performance data.
- Gather formative data and analyze it to inform instructional decision-making.
- Create regular opportunities for teachers to meet in order to analyze data.

**Finding:** H.V. Jenkins High School has earned the overall assessment level of "Operational” and has met this standard for accreditation.

**Standard 5: Resource and Support Systems**

**Standard:** The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

**Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:**

JHS is housed in an aging building that presents a number of challenges to the instructional program; however, it is evident that every effort has been made to make the environment clean, well-functioning, and adaptive to technological and instructional needs. The design presents challenges to effective student supervision and the faculty and staff put forth exceptional effort in closely monitoring student activity to ensure a smooth transition between classes and a safe environment.

While the facilities are largely outdated, the faculty reports that their classroom and instructional equipment is up to date and more than sufficient for their students’ needs. In particular, programs that have unique resource needs such as the Engineering Program and the Career Technology Program report that through district funding, grant funding, and discretionary funding, their programs have had the resources sufficient to fully support their maturing programs.

Faculty and staff report that while they make every effort to utilize resources frugally, they are not hampered by resource restrictions that many schools face and that typically cause low morale and frustration for employees. Support staff commend the responsiveness and generosity of fellow staff members in meeting their resource needs and collegial needs,

**Strengths - The team noted the following successful practices deserving of recognition:**

- Faculty and staff report that they readily receive the tools and equipment necessary to effectively implement their instructional programs. The school has engaged in grant writing and community
partnerships that have resulted in increased funding and support for its instructional programs.

- Students and parents express their appreciation for the administration’s intentional efforts to upgrade the learning environment by replacing broken and malfunctioning furniture, painting and cleaning the facilities, carefully monitoring the cleanliness of the surrounding grounds, and instilling pride in how the school presents itself to its students and visitors.
- There exists a camaraderie and mutual respect among faculty and staff that inspires them to participate in the learning process.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:
- Maximize the availability of unused classroom space by establishing additional computer laboratories for general use by classroom teachers.

Finding: H.V. Jenkins High School has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

Standard 6: Stakeholder Communications and Relationships

Standard: The school fosters effective communications and relationships with and among its stakeholders.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

The administration, faculty, and staff have created an atmosphere of professionalism, accountability, and transparency that has greatly enhanced the school’s reputation and invited support among its various constituencies for its mission and program. This has been accomplished by the administration's setting clear expectations for students, faculty and parents and by communicating these expectations consistently and effectively.

JHS students readily express their understanding and support of the school’s instructional mission and focus. Students are convinced of the faculty’s dedication to their academic success and applaud their willingness to do whatever it takes to help students achieve academic goals.

The school receives high marks from its stakeholders for the willingness of faculty and staff to address issues promptly, decisively, and with fairness. Students and their parents commend the administration and faculty for their willingness to spend time with them to hear their concerns, address their problems, and respond to their needs.

Strengths - The team noted the following successful practices deserving of recognition:
- The administration has established a culture of mutual respect among faculty, staff, students and parents that fosters trust, encourages open communication at every level. This promotes a cooperative and constructive approach to solving problems and addressing concerns.
- The administration has established a reputation of transparency in the broader community through its willingness to engage in open discussions with parents and community members about sensitive and potentially polarizing events and decisions.
- The school has established relationships with a number of highly regarded businesses and industries in Chatham County who provide financial support, counsel, and instructional opportunities in
support of the school’s various pathways.

**Opportunities - The team offers the following opportunities for improvement for consideration by the school:**

- Provide school performance data to parents and stakeholders in an easily accessible format.
- Utilize the school website to provide comprehensive information to stakeholders and potential students and their families about the school’s various instructional pathways/academies.
- Gather updated electronic mail addresses from a greater number of families at the beginning of the school year to increase opportunities for communication with parents.

**Finding:** H.V. Jenkins High School has earned the overall assessment level of “Highly Functional” and has met this standard for accreditation.

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**Standard 7: Commitment to Continuous Improvement**

**Standard:** The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

**Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:**

The QAR found that the school has an Accountability Plan (AP) that sets forth the expectations from the district and the school. The AP was developed and monitored by the Parent Teacher Association (PTA), School Data Team, and the principal. The QAR team found a detailed outline of the data collection and the steps to accomplish the goals. Additionally, the team noted that steps were in place for achieving the goals; however, more focused professional development opportunities should be explored. Parents, staff, and faculty all expressed that an “open door” policy was in place. Through interviews with parents, it was noted that teachers were open to solving problems and that meeting with the administration was done in a non-threatening style. Parents, teachers, and students all indicated that from the top down, Jenkins is willing to constantly improve. Additionally, the QAR team noted that all stakeholders, especially faculty and staff, acted as a focused unit. All stakeholders praised the principal for setting the tone for a disciplined school that embraces high expectations.

Content chairs meet bi-monthly to discuss content and to share ideas. Interviews revealed that a scheduled meeting time would be helpful to the school. Some staff members indicated concerned about moving from a block schedule to a seven period day and that the change may be hard for some contents. It was also noted that the seven period day may allow for more frequent, structured meetings that have more common planning opportunities.

Teachers discuss data on a regular basis, but noted in interviews that there is always a need for additional training. Interviews with parents yielded that they wanted more information about accountability for the school. The parent interview group seemed concerned that while they were well-informed, they may not represent the entire body of parents. During interviews, some parents indicated that they do not have access to computers and the internet, but parents still praised the “all call” system for announcements.

Data indicates an overall improvement in test scores, even though the school did not make AYP (Adequate Yearly Progress). During the past three years, no AYP performance area has been deficient more than two...
years in a row.

**Strengths - The team noted the following successful practices deserving of recognition:**

- The school's “open door” policy is exemplary.

**Opportunities - The team offers the following opportunities for improvement for consideration by the school:**

- Investigate the trend data from the ninth grade to the twelfth to determine the effectiveness of the various pathways in terms of student performance.

**Finding:** H.V. Jenkins High School has earned the overall assessment level of "Operational" and has met this standard for accreditation.
Conclusion

The commendations and required actions in this report are designed to focus the school on those areas that will have the greatest impact on student performance and school effectiveness. While powerful in potential, the commendations and required actions only have meaning when acted upon by the school. The strength of this report lies in the school's commitment to using the findings to continuously improve. The key is action. The school is encouraged to use the report as a call to action, a tool to sustain momentum in the ongoing process of continuous improvement.

The team identified required actions for improvement that the school will need to address. Following this review, the school will be required to submit a progress report summarizing its progress toward addressing the team's required actions.

The Quality Assurance Review Team expresses appreciation to the School Administration, members of the professional staff, students, parents and other community representatives for their hospitality throughout the visit. The team wishes the school and its students much success in the quest for excellence through SACS-CASI-GA accreditation with AdvancED.
Appendix

Quality Assurance Review Team Members

- Dr. Mary Jacobs, Chair/Lead Evaluator (Mercer University)
- Mr. Charlie Bryant, Team Member
- Ms. Kelly Burke, Team Member (Bethesda Home for Boys)
- Mr. Duane A. Kline, Team Member (Butts County Schools)

AdvancED Standards for Quality Schools

The AdvancED Standards for Quality Schools are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance and organizational effectiveness. As schools reach higher levels of implementation of the standards, they will have a greater capacity to support ever-increasing student performance and organizational effectiveness. Each of the seven standards listed below has corresponding indicators and impact statements which can be accessed at www.advanc-ed.org.

Vision and Purpose
The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Governance and Leadership
The school provides governance and leadership that promote student performance and school effectiveness.

Teaching and Learning
The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Documenting and Using Results
The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Resource and Support Systems
The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Stakeholder Communications and Relationships
The school fosters effective communications and relationships with and among its stakeholders.

Commitment to Continuous Improvement
The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.