Report of the
Quality Assurance Review Team
for
Sol C. Johnson High School
3012 Sunset Boulevard
Savannah, Georgia, United States 31404

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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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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 Sol C. Johnson 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 10 members of the administrative team, 25 students, 4 parents, and 25 teachers. In addition, custodians, resource officer, cafeteria manager/workers and clerk/secretary 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 school has committed to a shared purpose and direction with all stakeholders through the motto: “Data drives the decisions to our Destination.”

Evidence:
The school has implemented a systematic and continuous improvement process to increase student achievement that is further promoted by the operational motto developed by the current administration: "Data Drives the Decisions to our Destination." The QAR team found substantial evidence of a a schoolwide enactment...
of an aligned vision and mission that is an integral part of the school culture. The QAR team also noted wide understanding of the mission and vision by internal stakeholders.

Rationale:
The school has aligned its mission and vision with a continuous improvement process that is supported by internal and external stakeholders. This validates the emphasis on student learning and shared decision making.

Commendation 2

Commendation Statement:
The school has an administrative team that is competent, focused on data, and who are able to model desired outcomes.

Evidence:
As an outgrowth of the emphasis on learning at Johnson High School (JHS), each core content area has an expert to oversee its function. Each administrator has strength and experience as either an academic coach, lead teacher, or an assistant principal for instruction prior to accepting this assignment. The wealth of knowledge and experience they bring enhances the professional development of the teaching staff.

Rationale:
JHS demonstrates a commitment to the success of the students and staff by modeling instructional strategies and helping all stakeholders in making better decisions regarding improvement in teaching and learning.

Commendation 3

Commendation Statement:
The articulation of data analysis and effective teaching strategies promotes an increase in student performance.

Evidence:
The QAR team found ample evidence of a thorough process for formative and summative assessments. Support for teachers in using such assessment was informed by analyzing student performance data in team meetings, department meetings, and in data meetings. The motto that "Data Drives the Decisions to our Destination" is fully implemented at the classroom level, which promotes and encourages achievement.

Rationale:
Using data analysis as a focus tool yields timely and accurate information that helps all stakeholders make better decisions regarding improvement of both student and professional learning.

Commendation 4

Commendation Statement:
The school has fostered a positive collaboration with community stakeholders to support student learning.

Evidence:
Through interviews, the QAR team found that the school has fully engaged the community in a research-based and participatory plan to support student learning. This partnership fosters student learning, student achievement, and student recognition.
Rationale:
Fully engaging the community in addressing student needs and fostering support for the school is a viable plan to promote student success.

**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 and execute a school wide technology plan that will allow the school to continue to perform and compete on a global level.

**Evidence:**
Interviews with staff and the media personnel indicate that a systematic vertical alignment of curriculum and technology is needed. Currently, only the math department utilizes Smartboards as an instructional tool. Most computers are more than 5 years old and should be replaced as funding permits.

**Rationale:**
To compete in the 21st century, students need to be provided instructional tools that will allow them to compete with others in their county, state, nation, and the global marketplace.

**Required Action 2**

**Required Action:**
Implement standards-based instruction in every classroom.

**Evidence:**
The QAR team noted that even though staff had been trained on implementing a standards based classroom, only some pockets of implementation were observed.

**Rationale:**
To promote a consistent framework for curriculum development, all teachers need to be trained and held accountable for best practices related to student achievement. Therefore, all teachers should standardize their classrooms following the standards based design.

**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 Sol C. Johnson 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 vision and purpose of the school is to focus on learning, promote citizenship, and develop lifelong learners. A broad commitment of stakeholders has allowed the school to focus on the realization of the vision and purpose.

The system and school mission were created by the collaboration of school district stakeholders. JHS has adopted a vision statement of "Not to equal but excel" as the identifying brand for its school. The vision and mission statements are embedded in the school culture to promote excellence and high achievement. The school has clearly defined expectations for student learning aligned with the school's vision that is fully supported by school personnel and external stakeholders. These expectations serve as the focus for assessing school performance and school effectiveness.

The school has created an environment that has a brand of excellence that is communicated by staff, students, and parents and with the support of other external stakeholders. Staff created an operational motto during Fall, when a new administration was assigned. Under the leadership of the new administrator, the new focus became improvement for student learning based on research and data analysis. This new focus is now publicized widely in hallways, the school website, classrooms, and daily lessons. Stakeholders shared that the motto has been the catalyst behind the school's transition for improvement for this year. This motto, "Data drives the decisions to our destination," is embedded throughout the organization, the mindset of teachers who utilize it daily, and those who constantly refer to it as an integral part of the teaching and learning environment. The school establishes and communicates this shared purpose and direction for improving the performance of students and the effectiveness of the school through successful practices, collaboration, and student engagement.

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

- The school has committed to a shared purpose and direction with all stakeholders through the motto: "Data drives the decisions to our Destination."
- The school interfaces AP (Advanced Placement) and IB (International Baccalaureate) classes to offer more opportunities for ninth and tenth grade students to participate in both programs.

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

Expand the awareness of the school's new motto, to all external stakeholders by use of marketing strategies.
such as Partners in Education, media outlets, and the school marquee.

**Finding:** Sol C. Johnson High School has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

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**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:**

JHS provides leadership, governance, and organization under the policies and procedures established by the Savannah Chatham County Board of Education. Leadership aligns the school’s initiatives and programs with the local, state and federal laws, standards, and regulation to ensure compliance. The administration ensures that policies and procedures are implemented to promote the effective operation of the school. School policy manuals and staff and student handbooks provide evidence that the governance and leadership promote student performance and school effectiveness. These policies establish parameters that allow and encourage school leaders to make decisions to accomplish the goals of the school. The governing body actively and effectively creates structures that support the school site in aligning external and internal resource allocation.

The school fosters a learning community by analyzing and reviewing student performance and school effectiveness. Decision-making is a collaborative process involving all stakeholders. This relationship promotes a culture of participation, responsibility, and ownership.

Stakeholder interviews affirmed that the JHS community has high expectations for the learning environment and extracurricular activities. The QAR team noted that the school implements an evaluation system that provides for the professional growth of all school personnel.

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

- The new administrative team provides for effective operation of the school and a safe learning environment.
- School leaders are able to interpret data and provide all staff members with adequate information, thus allowing them to use multiple types of data to inform decisions.

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

- Expand the student advisory board to include ninth grade students.
- Continue to develop root cause analysis during team meetings to support student performance.
- Provide a platform to engage parental support and involvement in understanding how data is used as the guiding force for improving student success.

**Finding:** Sol C. Johnson 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:**

The curriculum developed and implemented is the Georgia Performance and International Baccalaureate Standards. The Chatham County school district, with teacher input, created course pacing guides which are used by the school. Teachers are expected to create and deliver standards-based lessons which are rich in research-based learning. Through observations and interviews, it was determined that teachers vary instructional strategies to include cooperative learning, multiple representations, whole and small group activities, and direct and differentiated instruction. Through Advance Placement and IB courses, students explore applications of higher order thinking skills. Enrollment at Woodville Tompkins Career and Technical Institute, along with placement at work sites for students enrolled in Workplace Readiness courses, affords students opportunities to apply classroom learning to real life experiences. The needs of students with disabilities are met through inclusion and collaboration models. Teachers pull out small groups of students as needed to reinforce concepts and skills presented in whole group instruction.

Teachers reported using data to inform instructional decisions. Results of diagnostic and benchmark exams provide teachers with valuable information regarding material that must be retaught and reviewed and what material the students have mastered. Teachers reported using this data along with State End of Course Test results and Georgia High School Graduation Test results. Many teachers reported changes in instructional practices due to these conversations. Students reported that school and individual data is shared via assemblies, conferences, and reports.

JHS implements interventions to help students meet learning expectations. Teachers conduct tutorial and enrichment sessions after school and on Saturdays to review classroom content and prepare for high stakes exams. The school offers a ten day grade recovery program for students who fail a content course with a grade within five points of the necessary passing grade. Students who are credit deficient are afforded the opportunity to attend the Twilight Evening Program to recover these credits. The school has an active RTI (Response to Intervention) process and the school climate is conducive to learning.

The media center supports student learning through a variety of services, including multimedia resources and technology. Students have access before, during, and after school to computers to enhance learning.

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

- The creation of a data room supports the school motto and informs instructional decision-making.
- Decision-making is based on a collaborative framework involving data teams, leadership teams, student advisory boards, and parent input.
- Administrators have an open door policy that supports a positive school climate.

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

- Develop and implement a school wide technology plan that will allow the school to continue to perform and compete on a global level.
Finding: Sol C. Johnson 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 believes it is imperative that data drives instruction. The administration and faculty promote the concept of using the four Ds: “Data Drives the Decisions to our Destination.” The school uses the six-step data team process to analyze student performance and identify areas of improvement and enrichment. Teachers create common diagnostic, benchmark, and summative assessments aligned with the curriculum and standard frameworks. The Online Assessment System (OAS) offer teachers a tool to generate rigorous and relevant applications of the Georgia Performance Standard (GPS). Teachers are expected to collect data, identify best practices, chart progress, analyze results, and collaborate weekly to ensure students attain mastery of standards. Evidence examined by the team to support the findings include student performance data, trend data, multiple assessments, minutes from instructional focus meetings, and accountability ratings.

The school has a data room that demonstrates the comprehensive assessment system implemented to assess progress toward meeting the state Adequate Yearly Progress (AYP) targets and to verify growth in student performance. JHS maintains a secure, and complete record system in accordance with state and federal regulations.

Student performance and school effectiveness is communicated to all stakeholders via school newsletters, progress reports, and assemblies. Students are rewarded for meeting district and school behavior expectations through the Positive Behavior Intervention System (PBIS) and recognition in the weekly newsletter, Atom Smasher.

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

- Analyze data and align with standards and learning goals to increase expected outcomes.

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

- Standardize the implementation of technology.
- Implement standards-based instruction in every classroom.

Finding: Sol C. Johnson 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 recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities. The school has one hundred twenty three certificated staff members, forty-three who are classified. Eighty staff members are qualified. The staff is sufficient in number to meet the vision and purpose of the school. Guidance staff and graduation coaches counsel, mentor, refer, and provide career and postsecondary planning. The population of students with special needs is provided support internally and externally by teachers and partners in the community.

Allocations of funds to support educational programs are sufficient and all financial transactions are under the auspices of a centralized purchasing agent. Parents, students, and faculty report that the school provides a safe and orderly learning environment that is well organized under the current administration. Artifacts include a written security and crisis management plan, a school resource officer and scheduled emergency drills.

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

- Student interviews revealed that presence of the administrative team throughout the building fosters a sense of well being and safety.

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

- Ensure that all programs supported by the school are equitable.

**Finding:** Sol C. Johnson High School has earned the overall assessment level of "Operational" 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:**

JHS collaborates effectively with its community, stakeholders and parents to support learning. Interviews with parents and community partners established that open lines of communication exist with the administration and teachers. The school provides information to parents and the community by way of the school marquee, newsletters, automated calls and emails, conferences with parents and students, PTSA meetings, progress reports and report cards, open house, and student theatrical performances.
Stakeholders reported that the principal has an “open door” policy for students and parents. The administrative staff communicates expectations for student learning and goals for improvement to students, parents and teachers. A data room is included in the school that provides specific information about each student enrolled. JHS includes student involvement in its outreach to involve all stakeholders in the learning process. Students participate in advisement sessions, morning news show, Student Council, clubs and organizations, competitions, community service projects and serve as peer mediators. Faculty is kept abreast of internal issues through faculty, department, and leadership meetings. In addition, school emails, weekly bulletins, conferences, Atomic Sightings (for students and faculty), letters, newsletters, and call outs provide faculty with updates and current school information.

Strengths - The team noted the following successful practices deserving of recognition:
- The school has established formal channels to listen and communicate with stakeholders.
- With the number of community partnerships, the school has fostered a positive collaboration with community stakeholders to support student learning.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:
- Take advantage of social networks such as Facebook, texting, and tweeting to alert parents to opportunities and resources provided through the school that enhance student learning.
- Continue to share the motto “Data Drives Decisions to our Destination” with all stakeholders.
- Create a marketing platform that supports the school’s focus on data.

Finding: Sol C. Johnson High School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

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 staff engages in a continuous process of school improvement that articulates the school vision as outlined in the motto, “Data drives the decisions to our destination.” Administrators are the data team leaders who monitor and communicate the results of improvement efforts to stakeholders. School data are shared through faculty meetings, school assemblies, and conferences. Results are used to inform instructional practices and engage stakeholders in the practice of continuous improvement.

Administrators and district leaders provide professional development to all school personnel to help implement improvement interventions to achieve student learning goals. Staff reported that the administrators modeled effective teaching practices. In addition, the administrative team provided training on the Online Assessment System and the Six Step Data Team Process. Evaluations occur regularly through classroom walk throughs and formal evaluations. The school is also piloting the Teacher Keys Evaluation System (TKES).

Strengths - The team noted the following successful practices deserving of recognition:
The school performs constant and consistent data analysis and progress monitoring to improve student achievement.

Johnson engages in the process of continuous improvement by using data to drive decisions.

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

- Involve all stakeholders in the process of root analysis to link instructional strategies back to student performance.

Finding: Sol C. Johnson 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. Martha S. Taylor, Chair/Lead Evaluator (Moore Elementary School)
- Ms. Diane Owens, Team Member (South Effingham High School)
- Mrs. Carolyn G. Randolph, Team Member (T.C. Kendrick High School)

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.