



# **Self Assessment**

Northside High School

Houston County Schools

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## **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

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Communication plan to stakeholders regarding the school's purpose</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Documentation or description of the process for creating the school's purpose including the role of stakeholders</li> <li>•Purpose statements - past and present</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong 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 hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•Survey results</li> <li>•The school's statement of purpose</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"><li>•Survey results</li><li>•The school data profile</li><li>•Agenda, minutes from continuous improvement planning meetings</li><li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li><li>•The school continuous improvement plan</li></ul>	Level 3

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

### Standard 1 Indicator 1.1

The school's process for review, revision, and communication of the purpose statement is documented through various resources. These resources are located on Northside High School's SharePoint, which includes documents such as parent letters and contact information, evening advisement documents, and various other documents that are disseminated to parents. The school webpage is also a resource for students, parents, and teachers to keep the communication open for all parties.

The process is formalized and implemented in regular intervals. Teachers are encouraged to post information gathered on SharePoint so that all stakeholders have the opportunity to access the documents. Administration leads by example by posting the weekly memo on SharePoint, as well as documents that will need to be used throughout the week. Materials might include parent contact logs, evening advisement appointments, and the Operation Eagle calendar.

The school's communication process includes participation by representatives from all stakeholder groups. Each group has a folder on SharePoint that is easily accessible to invested parties within the school. The process involves information that has been shared through the Parent Action Committee. Students receive information by having regular student meetings through weekly Academic Opportunities, grade level meetings, and organizational meetings.

The purpose statement focuses on student success. At Northside High School, we use Night Advisement for individualized parent meetings. During these meetings, faculty members counsel with parents and students to review their academic plan. Our practices remain student-centered to assure that students are in the correct class and are challenging themselves to take rigorous classes. Night Advisement is just one area in which we focus on student success.

We believe that Northside is operating at performance level three in regards to this indicator. After reviewing the surveys from the different stakeholders, we believe that Northside High School needs to develop a more effective way of displaying all pertinent information. The school needs to continue to improve resources such as Infinite Campus and the school website.

### Standard 1, indicator 1.2

Northside High School is committed to promoting communication concerning the shared values and beliefs that are involved with teaching and learning. This communication is evident in the decision-making process and documentation of meetings, venues for distributing information, and collaborative work.

Commitment to share values and beliefs about teaching and learning is clearly evident in documentation and decision making. For example, faculty meetings once or twice a month have a well-defined agenda which is linked to improvement of teaching and learning. All faculty meetings have an instructional focus and model good teaching protocol. Planning period meetings provide an extended learning opportunity for teachers and share best practices that include a focus on student engagement and application of knowledge and skills. Departmental and course team meetings are a venue for curriculum mapping and sharing resources and student work. They are also an evaluative tool for assessing rigor and equitable learning experiences.

Furthermore, this commitment is always reflected in communication among leaders and staff. Weekly memos serve to inform the faculty of special events, learning opportunities, and successes of our students and faculty. Automated call-outs share information with all students and faculty in order to provide equitable knowledge of educational programs.

The Better-Seeking Team is open to all faculty members and administrators and focuses on school improvement and meeting our mission statement. The focus of the Better Seeking team is to ensure that Northside provides challenging educational programs and equitable learning experiences in a measurable way so that all students achieve learning thinking, and life skills. Evaluation of the school improvement plan occurs on a regular basis and course teams gather data which is used to improve instruction. Course team meeting sheets are evidence of this work and demonstrate how our curriculum and the implementation of that curriculum exhibit our focus on knowledge, skills, and rigor. Our teachers also serve as advisors in our teachers as advisors program and implement lessons that focus on life skills.

School leadership and staff hold one another accountable to high expectations for professional practice. The faculty and administration are committed to implementing the standards, providing meaningful activities, and encouraging the students to be responsible for their learning so that they can be well-prepared for the workforce, military, or college. We are dedicated to the on-going process of improving teaching and learning. We believe that Northside is operating at performance level four in regards to this indicator.

### Standard 1.3

School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. At the beginning of the year each faculty and staff member is provided a "Master meeting calendar sheet." This document provides teachers the dates and locations of the following meetings: Better Seeking Team, faculty, course team and planning period meetings. The meetings outlined in the document provide the framework for which all school improvement processes occur. Artifacts and evidence from each type of meeting include but is not limited to; agendas, student work samples, and professional learning logs. Each of these meetings has an instructional focus and provide teachers an opportunity to work with school leaders in the continuous improvement process.

School personnel maintain a profile with current and comprehensive data on student and school performance. This profile contains analyses of data used to identify goals for improvement of achievement and instruction that are aligned with the school's purpose. This data is posted on Sharepoint and the county provides support in maintaining the school profile. School personnel utilize the Statewide Longitudinal Data System to review data on student performance. The school leadership team (Better Seeking Team) meets to review performance data and develop improvement goals which have measurable performance targets.

The school improvement process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for improvement goals. The Better Seeking Team works to create the initial copy of the School Improvement Plan, after which this plan is shared with the faculty and staff for review. Input is solicited and discussions occur during planning period meetings regarding the creation of the final plan. Shared decision making strategies are used to ensure that all voices are heard and the final plan is developed. The School Improvement plan has each of the following components; strategies, activities, resources, and timelines. Through the year the plan is reviewed and evaluated to ensure that it is implemented with fidelity.

All other stakeholder groups are engaged in the process. Our school leaders are improving student learning through engaging stakeholders (parents, guardians) to improve and support student learning. We engage our stakeholders by bringing in new students and

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freshmen to orientate them to Northside High's facilities, faculty, leadership and culture of our school. Open house is offered at the beginning of school to allow the parents to familiarize themselves with students' schedules and their teachers. During their visit they are provided with contact information, and have an opportunity to become familiar with the teacher's expectations and content requirements. Parents are also informed that they have access to Infinite Campus to have live access to student's progress in their courses. In addition, progress reports are sent home every six weeks. Any concerns that parents have about their students' grades, they are encouraged to contact the counselor's office to set up an appointment for a parent teacher conference.

Parents are also encouraged to be a part of their student's long term educational plan, by making decisions regarding course work selection. To become aware of what is available for the students; parents are encouraged to come to Pre Advisement night to find out about the programs that Northside has to offer. Parents are asked to meet with their advisement teachers to make final selection of courses for their student's academic progress. Parents are made aware of testing dates, and other important information on call outs through the telephone system. Throughout the year, special family nights are organized to engage parents in the culture that is Northside. Interested parents have the opportunity to serve on School Council so that they can be aware of leadership and long term plans for the school.

We believe that Northside is operating at performance level three in regards to this indicator. Though parents have many opportunities to be involved with their student's progress, several are disengaged from their student's high school career. It is advised that during freshmen orientation and open house, that parents be made aware of the statistics that demonstrate the importance of their involvement and support for their student's success.

## Standard 2: Governance and Leadership

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

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•School handbooks</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body 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.	<ul style="list-style-type: none"> <li>•Governing body minutes relating to training</li> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•List of assigned staff for compliance</li> <li>•Proof of legal counsel</li> <li>•Assurances, certifications</li> <li>•Governing body training plan</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> <li>•Communications about program regulations</li> <li>•Historical compliance data</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Communications regarding board actions</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> <li>•Examples of collaboration and shared leadership</li> <li>•Survey results</li> <li>•Examples of decisions aligned with the school's statement of purpose</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders consistently 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' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	<ul style="list-style-type: none"> <li>•Minutes from meetings with stakeholders</li> <li>•Copies of surveys or screen shots from online surveys</li> <li>•Survey responses</li> <li>•Involvement of stakeholders in a school improvement plan</li> <li>•Communication plan</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"><li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li><li>•Governing body policy on supervision and evaluation</li><li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li><li>•Job specific criteria</li><li>•Representative supervision and evaluation reports</li></ul>	Level 3

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

An overall score of 3 was assessed for performance indicator 2.1. 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. Moreover, there are policies and practices regarding professional growth of all staff. Policies and practice provide requirements, direction for, and oversight of fiscal management.

Professional Learning is regularly provided both during planning period meetings and full learning days scheduled throughout the year. Evidence to substantiate this level is found through the posted school board policy, teacher work calendars, and mission statements. Administrators of schools meet weekly to discuss policy and other matters that affect the schools. Information is then disseminated to the school through regular administration and faculty meetings. The process can be sustained through the continuation of a good communication between the stakeholders and the governing body. Ample opportunities for professional growth, including, but not limited to, summer workshops and system-funded certification opportunities are available through the governing body. These opportunities help ensure what is best for student achievement.

An overall score of 3 was assessed for performance indicator 2.2. 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 is free of conflict of interest. Also, governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members.

It is noted that the policies and procedures were established through legal counsel. Evidence was found through the online Certified Teacher Handbook, Compliance Review Data, Federal and State Guidelines, as well as the Policy and Procedure Manual. Information is available to stakeholders online through the Board websites. Improvements are being made through the continued updates of the Compliance Review. Additionally, further compliance data is posted online so that we can evaluate areas that need improvement. Although most of the evidence is available, improvement is needed to make the data more easily accessible, with cataloguing and improved site maps.

An overall score of 4 was assessed for performance indicator 2.3. It is important for school administrators and school board members to work together in a manner that is conducive to a successful learning environment. This relationship needs to have clearly defined roles and expectations to ensure that each group can work effectively. School administrators need to have the autonomy necessary to make decisions as problems and situations arise within the school day; school administrators need to also know that those decisions will be supported by the school board. In return, the school board needs to be confident in the leadership they have in place at the local school to make those day-to-day decisions. There is evidence at both the district level and school level that demonstrate the working relationship between the governing

body and the school leadership. This evidence demonstrates a performance level of 4 by our governing body, the Houston county board of education for consistently supporting school leadership as they work towards achieving instructional goals and managing day-to-day operations.

One of the first pieces of evidence that clearly defines the expectations of the individual school and the school board is found in the School Improvement Plan. This plan lays out the actions necessary to increase overall school performance. It is broken down into 4 areas of improvement: student achievement, student and stakeholder engagement, organizational effectiveness of the learning environment, and professional development of the staff. Each area is clearly defined by the actions necessary to increase performance; how success will be measured, the people responsible, and how supports for those actions will be funded (the budget available on the district website shows the allocation of monetary resources). Having the school improvement plan in place shows that the school board upholds the decisions we have made to further improve the quality of education offered at the individual school level. All school board members, school administrators, and school-wide staff have access to the school improvement plan made available through Sharepoint.

The second piece of evidence showing that the governing body maintains a clear distinction between its roles and responsibilities and those of the school leadership comes from the Agenda and Meeting minutes of the monthly school board meetings. This information is available on the district website; making it easily accessible to all stake-holders. The minutes are detailed enough to allow for true transparency between the school board and stakeholders. The sense of transparency builds a trusting relationship among all involved. Board meetings also provide an opportunity for stakeholder input and feedback. The meeting minutes show that the governing body ties their discussions to the same performance indicators of the schools.

Of the evidence discussed so far, the piece of evidence that most clearly supports the autonomy of the school administrators is having a clearly defined structure with clearly defined roles and responsibilities. Knowing who is responsible for a particular aspect of the learning environment helps school administrators know who to turn to for support with a particular situation; giving them greater support as a particular situation arises. The district website details the roles and responsibilities of the school board. The employee handbook, available on Sharepoint, identifies the central office personnel and their area of responsibility; ensuring that administrators and staff can readily identify the contact person for any given situation. The board utilizes instructional coordinators to maintain and oversee instructional practices in all academic areas.

All stakeholders participated in a survey that was conducted in an effort to analyze perceptions of school performance. This survey gave the stakeholders a chance to input and share feedback. According to the staff survey, there were 10 questions regarding governance and leadership. Results of the staff survey, parent survey, and student survey can also be found on Sharepoint.

An overall score of 3 was assessed for performance indicator 2.4. Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. The purpose of the school is identified by its mission statement: To create graduates who are college/workforce ready. Northside is not yet at level 4 because this alignment, while deliberate, is not yet consistent. The expectation is for all students to be held to high standards. However, Northside is not yet at a level 4; we remain in the foundational stages of standards-based learning and need to foster more encouragement and support of high standards for students and teachers. All leaders and staff are collectively accountable for student learning. It should be noted that the demographics present obstacles in this regard: transient population, low SES population, and single-parent households often cause barriers that must be overcome. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. Northside approaches a 4 here, but there could be more encouragement for rigorous professional learning. The culture is characterized by collaboration and a sense of community among all stakeholders. Northside approaches a 4 here, but there must be continued collaboration efforts with all stakeholders to build upon a sense of community beyond the support of sports, theater, and similar popular activities. The evidence testifies to the implementation of strategies to foster a culture of collaboration of all stakeholders consistent with the school's purpose to create graduates who are college/workforce ready. The faculty and staff at NHS continues to expand outreach to students and their families through the Night Advisement program, Parent Involvement programs and Parent Newsletters. The Better Seeking Team meets monthly to evaluate the success of these programs and brainstorm other opportunities to engage students and their families.

An overall score of 4 was assessed for performance indicator 2.5. Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to

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stakeholders, work collaboratively on school improvement efforts and provide and support meaningful leadership roles for stakeholders. Through parent contact and night advisement the school communicated the need to be involved in decision making process for their students. Parent surveys also deduced questions about the effectiveness of our night advisement process. Through course team meetings our school stakeholders are positively engaged in the improvement of classroom instruction, by looking at what is effective and what is less effective. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership. The School Council, consisting of parents, faculty, business leaders and administrators, meets regularly for discussion. Anyone that is connected with the Northside "family" understands that all involved feel what it means when it's said, "Once a Northside Eagle, always a Northside Eagle."

An overall score of 3 was assessed for performance indicator 2.6. The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning. Teachers are given many professional learning opportunities with support from administration. The student handbook provides an outline for rules and guidelines for academic and behavioral success. Teachers have faculty handbooks that delineate Northside's guidelines. These two items provide clear expectations of our school. Administrators conduct e-walks for the purpose of supporting the faculty in instruction, and course teams meet together with administrator assistance to share best instructional practices and materials. The areas that the committee saw the need for improvement were evaluations and instruction. The teachers wanted access to the GTOI forms at the beginning of the year. They also wanted more resources for improving on differentiated learning.

### 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: 3.25

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Lesson plans</li> <li>•Posted learning objectives</li> <li>•Representative samples of student work across courses</li> <li>•Course schedules</li> <li>•Course descriptions</li> <li>•Descriptions of instructional techniques</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Curriculum guides</li> <li>•A description of the systematic review process for curriculum, instruction, and assessment</li> <li>•Common assessments</li> <li>•Standards-based report cards</li> <li>•Surveys results</li> <li>•Curriculum writing process</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Teacher evaluation criteria</li> <li>•Agenda items addressing these strategies</li> <li>•Professional development focused on these strategies</li> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Surveys results</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> <li>•Curriculum maps</li> <li>•Documentation of collection of lesson plans and grade books</li> <li>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Recognition of teachers with regard to these practices</li> <li>•Surveys results</li> <li>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Administrative classroom observation protocols and logs</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	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.	<ul style="list-style-type: none"> <li>•Common language, protocols and reporting tools</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Survey results</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	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.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Survey results</li> <li>•Examples of assessments that prompted modification in instruction</li> <li>•Samples of exemplars used to guide and inform student learning</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	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.	<ul style="list-style-type: none"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Survey results</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> <li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li> <li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•List of students matched to adult advocate</li> <li>•Survey results</li> <li>•Curriculum and activities of formal adult advocate structure</li> <li>•Master schedule with time for formal adult advocate structure</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> <li>•Evaluation process for grading and reporting practices</li> <li>•Survey results</li> <li>•Sample report cards for each grade level and for all courses</li> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•Policies, processes, and procedures on grading and reporting</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"><li>•Results of evaluation of professional learning program.</li><li>•Evaluation tools for professional learning</li><li>•Survey results</li><li>•Brief explanation of alignment between professional learning and identified needs</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"><li>•Survey results</li><li>•List of learning support services and student population served by such services</li><li>•Training and professional learning related to research on unique characteristics of learning</li><li>•Data used to identify unique learning needs of students</li></ul>	Level 3

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

Standard 3: Teaching and Assessing for Learning

Standard: The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

After carefully evaluating indicator 3.1, we have determined that Northside High School fits the level 3 performance level. There is some evidence to indicate curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, life skills, and success at the next level. Evidence includes the Career Pathways with a broad range of occupational areas that are available to all students. Specific courses, such Math of Finance, Business and Personal Law, Civics, and Economics, provide necessary life skills to be a productive citizen. Many required courses, across the core curriculum, are integrated and co-taught by both a general education teacher and a special education teacher. This format provides equitable opportunities for all students and learning levels. Honors courses are offered in Math, Science, English, and Social Studies, at all grade levels, to increase rigor for higher-achieving learners. Additionally, thirteen Advanced Placement (AP) courses are available for students to provide challenging learning experiences in preparation for post-secondary education.

Like courses/classes have equivalent learning expectations, to meet the course standards, as evidenced by common assessments, course syllabi, county-wide benchmarks, and lesson plans aligned to Common Core Georgia Performance Standards (CCGPS) and Georgia Performance Standards (GPS). Some learning activities are individualized for each student in a way that supports achievement of

expectations. Students whose Individualized Education Plan (IEP) indicates the modification/accommodation of having their assessments read to them are able to have the assessment read by a person or to utilize a small, supportive computer lab for individually paced assessment. The program, Natural Reader, allows the student to use headphones to hear the text in a natural sounding voice, and the student can adjust the tone, the rate of speech, and the gender of the speaker. Also, the Success Center is a supportive, staffed room that provides computers, school and project supplies, and intervention for students. Students may utilize the Success Center at their own initiative or be referred by a teacher. The standards-based classroom format and differentiated instruction that is prevalent at Northside High School is evidenced in lesson plans from many courses/classes and teachers. Professional Learning activities have provided teacher awareness and training to integrate these strategies for student success.

After carefully evaluating indicator 3.2, we have determined that Northside High School fits the level 3 indicator. School personnel at Northside High School use data from multiple assessments of student learning and the examination of their professional practice to systematically 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; however, a continuous improvement process has not been put into place. This is evidenced by our teachers providing exit cards, warm-up activities, both oral and written responses, projects, both in class and at home, collaborative groups, quizzes and tests. When teachers evaluate the systematic assessments, they adjust the curriculum and instruction to insure academic rigor. Tests and summative evaluations are used to determine vertical and horizontal alignment of the curriculum and standards.

There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction and/or assessments are reviewed or revised. The mark of true professionals is their ability to collaborate for the common good. At Northside High School, teachers not only share information and activities, they meet to plan common assessments and activities to master common standards as well. Evidence of these meetings may be found in the agendas from course team meetings, department meetings, and vertical team meetings. This behavior ensures that all students at a particular grade level are receiving the best instruction in that class in order for high level achievement to take place. In response to student learning, adjustments occur quite frequently as the curriculum is taught throughout the semester. These adjustments are made based on data collected and evidenced in county-wide benchmarks, common assessments, projects, tests and quizzes. Teachers' lesson plans are fluid, which guarantees that all students master the Common Core Standards, or at the least are given the best opportunity to do so.

The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction and assessment. To sustain this level four in indicator 3.2, teachers in each department set schedules for the entire school year for department meetings where collaboration is planned and shared among all instructors. This agreement is initiated by the department heads who receive directions and guidance from a well-organized administration. Furthermore, teachers are able to sustain this level by periodically evaluating the artifacts used to assess student success. These artifacts are warm-ups, exit cards, oral and written response, projects, collaborative groups, writings, quizzes, and tests. When an activity no longer produces the desired outcome, teachers are free to change and develop more effective activities and to share these activities with their course team during course team meetings. Teachers not only maintain and enhance the learning process, but also consistently refer to clear guidelines of both vertical and horizontal alignment. These alignments are provided by the state of Georgia, through Houston County, and dispersed to each individual high school. Our elected board of education also has input into these alignments, as does each school's administration and departments. Important to the vertical process are the team meetings which occur at the elementary, middle, and high school levels. At these times, teachers decide what will be taught, when it will be taught, and what will be mastered at each level in the child's education as evidenced by vertical team meeting agendas.

Anonymous parent, teacher, and student surveys reflect a high degree of satisfaction with the instruction and assessment process that students encounter. Moreover, these three groups are satisfied with the shifts in both teaching and curriculum as a direct result of the data from evaluations. These survey results have been compiled as evidence.

After carefully analyzing the data from parents, staff, and students as well as our own evaluations of the indicator, we assigned a school performance level of 3 for indicator 3.3. Evidence demonstrates that teachers individually and collaboratively plan and use instructional strategies that require student collaboration and self-reflection, as well as the development of critical thinking skills. This evidence includes

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course team meeting agendas, shared lab activities, common assessments, and lesson plans.

Teachers at Northside High School personalize instructional strategies and interventions to address individual learning needs of students when necessary. Students demonstrate mastery in typical pen and paper assessments but students also use technology to investigate concepts and create end products indicating knowledge gained and applied relative to the demands of the curriculum. Evidence includes course team meeting agendas, common assessments, lesson plans, Student Support Teams (SSTs), Individualized Education Plans (IEPs), Response to Intervention (RTI), Success Center records, and parent-teacher conference records.

Teachers also 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. The course team meetings and common assessments, shared lab activities, implementation of digital technology - Smartboards, Classroom Performance System (CPS), Calculator-Based Laboratory (CBL), Apple TV - reflect the evidence supporting the usage of these strategies. Instructional strategies are implemented at the school level as well as modeled throughout the school system.

Northside High School performs at a level 4 for indicator 3.4. Leaders formally and consistently monitor instructional practices through the supervision and evaluation of procedures beyond typical classroom observation activities in order to ensure that these instructional practices are aligned with the values and beliefs of Northside High School regarding teaching and learning. Monitoring examples include, but are not limited to, classroom observations, individual course guidelines, and the provisions of educationally sound artifacts.

One way school leaders at Northside High monitor instructional practices is through classroom observations. Classroom observations are made formally and informally. Examples of informal observations include E-walks. An E-walk is an informal observation made by a school leader where the administrator walks through and looks for the elements of a standards-based classroom to include the essential question, opening, work session, closing, and the use of content-specific standards of professional practice within the lesson. The observation is recorded using technology such as an iPad, iPhone, netbook, etc. A formal observation is made by a school administrator when they are performing the Georgia Teacher Observation Instrument (GTOI). During the GTOI, the school leader observes the classroom for a minimum of 20 minutes and assesses the instructional practices, management of the learning environment and encouragement of student progress during the observation time. Observations are then shared with the teacher and recommendations are made as needed for improvement.

Currently, Northside High School is piloting the TKES (Teacher Keys Effectiveness System) evaluation tool. As part of the implementation process, each administrator at NHS will work with two teachers. For the 2013-2014 school year, Houston County's school system will be piloting the TAPS component and Surveys of Instructional Practice with the selected group of teachers. Student learning objectives will be studied and developed.

School leaders also monitor and support the improvement of instructional practices through setting standards and guidelines for individual classes. For example, grading categories and weight percentages are consistent by courses regardless of the teacher. Monitoring and providing consistent grading procedures is a way for school leaders to ensure that instructional practices are aligned with the school's values and beliefs about teaching and learning. In addition, common assessments and/or common benchmarks are used by several different departments including English, Science, Social Studies, Math and Foreign Language. These common assessments and benchmarks serve school leaders by aiding in the monitoring of student engagement and of their learning. More evidence of how school leaders monitor and support the improvement of instructional strategies is through the creation and use of curriculum maps and pacing guides for academic classes. Use of these instructional strategies enables school leaders to make certain that teachers are teaching the approved curriculum.

Instructional practices are also supported by school leaders through the provision of best practices ideas and artifacts, professional learning activities, course team meetings and lesson plan templates and strategies. Furthermore, teachers are provided with meaningful professional learning activities during planning period meetings. These activities are designed to enrich classroom activities and teacher/student engagement.

School leaders at Northside High school work hard to monitor and support instructional strategies throughout the school. Leaders strive to ensure instructional practices are aligned with the school's values and beliefs about teaching and learning by making sure that students are graded consistently regardless of classroom teacher through common grading procedures and policies. Students are also evaluated using common benchmarks and assessments. Curriculum maps and pacing guides are provided in order to be sure that teachers are teaching the approved curriculum. E-walks and GTOIs are completed by school leaders in order to oversee the use of content specific standards and

student engagement in the learning process in the classroom setting. Lastly, school leaders support the continued improvement of instructional practices by providing teachers access to best practices ideas, appropriate professional learning activities, and time to meet with their course team members.

Evidence suggests that Northside High School performs at level 3 for indicator 3.5. All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. The administration provides a typed list of specific dates that requires course team meetings within every department. To complete this process, staff members have been trained to implement a formal process that promotes discussion about student learning. During each course team meeting notes are taken on a required document that is posted in shared documents on the NHS portal. During this process, teachers are dynamic in that they can change and adapt to the documents in order for academic rigor to occur. Evidence of these practices' success is in the mastery of material by the students.

Collaboration often occurs across grade levels and content areas. In monthly planning period meetings discussion between departments is implemented to discuss specific topics selected to improve instruction and student learning. Specific activities are shared and further developed, especially to support teachers new to Northside and new to the profession. These practices operate like an insurance policy in order that all students are given the same level of instruction which further ensures mastery. Moreover, cooperation among departments strengthens the best practices of all teachers. Cross- curricular planning helps students connect ideas among subjects that they study.

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. This practice is carried over from the school personnel and into the classroom so that students benefit as well as teachers. During course team meetings, teachers bring evidence of student work and classroom activities to share and discuss. This enables strong teachers to nurture and develop new teachers in the practices and procedures that are most effective for students. It is important to note that nothing is accomplished unless students continue to learn and to grow in their education. Consequently, Northside scores continue to improve when compared to other high schools of its socio-economic demographics. School personnel indicate that collaboration causes improvement results in instructional practice and student performance. From information gathered during course team meetings, scheduled department meetings, and vertical team meetings, teachers implement new instructional practices within their personal classrooms. Evidence of this includes rubrics, journal entry topics, benchmark results, common syllabi and surveys. During future meetings the results of successes and failures of their newly implemented instructional practices are discussed and analyzed.

Our study leads us to believe that we perform at level 3 for standard 3.6. After examining the evidence we have several sources that can support our findings. These sources include surveys, common assessment and standards. All teachers at Northside High School use an instructional process that informs students of learning expectations and standards of performance. Standards-based classrooms have been in place at Northside for years. This is evidenced by E-walks, surveys, professional learning agendas, curriculum maps, course syllabi, lesson plans, and posted standards. Adhering to the standards ensures that teachers are focused on specific subject matter that is conducive to students learning. Many classrooms have got the standards, specific to the courses, posted on the walls of the room so that teachers and students can reference them at any point in the learning process. There are also teachers that require students to keep copies of the standards on hand during class to help guide learning.

Exemplars are often provided to guide and inform students. These exemplars are often shared during course team meetings so that they can be shared with students. Therefore, evidence includes common assessments, common finals, projects, and posted standards.

The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. A variety of common assessments are used among our faculty to measure our students' academic progress in all subject matters. These include but are not limited to End of Course Tests (EOCTs), county benchmarks, standard assessments among courses and common finals.

The process provides students with specific and timely feedback about their learning. Assessments are often quickly scored using our Apperson scanner. Results allow teacher and students to see their progress as well as deficiencies. Teachers in same subject areas can use the results to restructure the quality of classroom instruction. To further strengthen teacher instruction and student learning many courses implement standards-based projects and other class activities. While our findings support our level 3 score on this indicator, evidence

suggests that there is room for improvement. To score a level 4 teachers need to form clearer and systematic instructional process.

Following a close examination of indicator 3.7, Northside High School reaches the level 3 indicator. All school personnel are engaged in systematic mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching, learning and the conditions that support learning, but there is not a formalized process. By aiding the teacher through professional learning, faculty meetings, vertical team meetings, and Better Seeking Team meetings, the school's administration ensures that the faculty is supported and nurtured throughout the duration of the year. Through the mentoring and coaching of new hires and experienced staff the school continues to fulfill the mission statement, "To produce high school graduates who are college/workforce ready." By helping and encouraging the staff, the school fosters professional development that in turn helps teachers further the progress of students. In aiding teachers in their programs of study, the school creates faculty members that are willing to mentor, coach, and encourage students to embark in different induction programs at the school.

These programs set high expectations for all school personnel and include valid and reliable measures of performance. A sign of a successful school environment is evident in the professionalism of teachers and the progress of the student body. Northside excels in creating the proper conditions that support learning. One area of strength is in the support of the staff through mentoring and coaching. At Northside High School, the faculty and the students are part of the same family. They want to help one another grow and value the opportunities present for the growth of teachers and students. Northside's new teacher mentor program pairs recent hires with veteran teachers in the hopes of producing educators that instruct with rigor and optimism. By constructing a positive work environment for teachers, the school also creates an encouraging learning environment. The school sustains a high achieving environment by ensuring that the staff is constantly improving their craft through professional learning and course team meetings.

Northside High School performs at level 4 for indicator 3.8. They strive to create a positive relationship between school and families regardless of the ethnicity, socio-economic status or the parental education level. According to evidence and practices, programs that engage families in meaningful ways in their children's education are designed, implemented and evaluated. Northside recognizes that parents want to be involved in their children's learning and want to have a way to connect with the school. To achieve this endeavor, programs are designed to meet the needs and time constraints for all families. Evidence of these programs include the school calendar of events, school website, open house events, evening advisement, college and career night, parent newsletters, and surveys.

Families have multiple ways of staying informed of their children's learning progress. The administrative staff, teachers, and the Houston County Board of Education (HCBOE) are committed to implementing a comprehensive parent involvement program that keeps them informed of their children's learning progress. Evidence of the informative, school based programs include 24 hour access to their children's academic progress on Infinite Campus, as well as the school calendar of events that is posted on the school's website, call-outs to parent telephones referencing progress reports and report card dates, open house events, and evening advisement. Last but certainly not least, parent newsletters are printed monthly that keep parents informed of upcoming educational events at their child's school including the events, programs and activities for the month.

After evaluating indicator 3.9, Northside High School fits a level 4. NHS personnel participate in a structure of support that gives them long-term interaction with individual students which provide for building strong relationships over time with the student and related adults. All students participate in this structure. As shown in the survey data, students and parents agree that NHS provides at least one adult advocate for each student. Specifically, this is met through Operation Eagle (OE). Operation Eagle is an advisement period that meets every week throughout the school year. Each student is assigned an advisement teacher that helps advocate for the students educational experience. The rosters for each OE class can be found on Infinite Campus. Dates and lesson plans for OE class serve as evidence to support this indicator.

The support structure allows the school employee to gain significant insight in to and serve as an advocate for the student's needs regarding learning skills, thinking skills and life skills. OE lessons provide insight into student needs regarding learning skills, thinking skills, and life skills. OE also provides an opportunity for teachers to advise the students and parents on academic pathways. Northside provides four nights where parents and students meet with teachers to decide the student's future course selections. The night advisement agenda and calendar serve as evidence. In addition to school wide adult advocacy grouping, personnel work with student sub-groups based on interest and needs. Coaches and advisors serve as sponsors for activities and clubs, which allow them to build strong relationships with the

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students. These sponsors act as an additional adult advocate for the students at the school. The sports and clubs help build thinking and problem solving skills that will help in the classroom and throughout life experiences.

Similarly, Northside provides targeted mentor and credit recovery assistance for students with educational and behavioral risks. Students identified with past behavioral issues are matched with a teacher mentor. The mentor monitors student behavior and academic performance. The student is responsible for acquiring written teacher feedback on classroom performance. Students who don't successfully receive credit for a course previously taken have the opportunity to gain the credit through Credit Recovery. This allows the students to stay on track and graduate on time by recovering the credit.

Northside High School scores a 3 for indicator 3.10. Teachers use common grading and reporting processes and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. This is done among their specific course teams. The teachers are required to create a syllabus including the grading outline for that particular course. The grading outline would include assignments that would measure the knowledge and skills of the student. All course teams have course team syllabi which serve as evidence. Not only do teachers use common grading outlines but also implement common assessments within each course team to create a more comparable atmosphere for teaching and learning. Common assessments also serve as evidence.

The policies, processes and procedures mentioned above are implemented consistently across grade levels and courses. Individual freedoms are allowed to specific course teams to better assess their students on their knowledge. For example: The coordinate algebra course team implemented a standards-based grading approach in their classes to more effectively measure the knowledge of students on which standards they master. The standards-based grading process is research-based and provides a more accurate reflection in the grade book of what the students actually know. A document describing this method serves as evidence for the Coordinate Algebra course.

Moreover, stakeholders are aware of the policies, processes and procedures mentioned above. Parents and students in the community receive report cards every semester and progress reports every nine weeks. Parents and students are made aware of these dates through the school website, the handbook and specific newsletters that are sent out. Parents are also informally reported of their child's progress and grades by 'good news post cards', teacher-produced progress reports and the handbook. The handbook and newsletters have been uploaded to the portal.

The policies, processes and procedures are regularly evaluated. During planning period meetings and meetings after school, teachers are advised to keep the grade book accurate and current. Teachers are provided resources that help them to post grades effectively through the electronic grade book program Infinite Campus. All teachers are required to use Infinite Campus to record and report grades. Sonya Peterman, the assistant principal for teaching and learning, gets a report from Infinite Campus stating classes where grades have not been entered for 10 days. If there is a problem, she corrects the problem by analyzing the report and contacting the individual teachers. Sonya Peterman also sends out weekly memos through email that constantly keep teachers up to date on grading procedures and dates of reporting. Though these evaluations of grade reporting are not formal, they are still regular evaluations from the office staff to the teachers about the grading and reporting of grades. The weekly memos and other documents pertaining to the grading system serve as evidence.

Northside High School performs at a level 3 for indicator 3.11. All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. The faculty participates in professional learning days, planning period meetings, course team meetings, county-wide vertical team meetings and lunch meetings to provide continuous development in effective use of technology and best practices as well as strengthening the RTI process. Evidence of faculty participation can be found in the respective minutes and agendas of these meetings.

Professional development is based on an assessment of needs of the school. This assessment is based on teacher surveys conducted at the beginning of the school year in which teachers indicate areas in which professional learning would be beneficial. The program builds capacity among all professional and support staff. Teachers are given opportunities to participate in the development and delivery of the professional learning found to be necessary, such as peer-conducted Smartboard training sessions during the lunch hour and best practices demonstrations.

The program is systematically evaluated for effectiveness in improving instruction, student learning and the conditions that support learning. The faculty has demonstrated the effectiveness of these programs by producing Smartboard lessons and best practices demonstrations that are shared among teachers. They evaluate the effectiveness of these opportunities by analyzing the quality of faculty-

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created materials as well as through the use of teacher surveys at all professional learning days and planning period meetings.

Northside High School performs at a level 3 for indicator 3.12. School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). Data was used from a number of sources such as benchmarks, common assessments, EOCTs, and English to Speakers of Other Languages (ESOL) evaluations to identify unique learning needs of all students at all levels of proficiency as well as other learning needs. Course teams are having great discussions about the results of the benchmarks, common assessments, and the best practices to use to get students to understand the material, but a lot of times these discussions are ongoing.

School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students. This is evidenced by professional learning specifically based on current research information. Additionally, learning style inventories to assess multiple intelligences and personality types are utilized by teachers at Northside to meet the needs of diverse learners.

In order to sustain the areas of strength, Northside will continue to provide learning support services through the tutoring program, Response to Intervention Program, and professional learning. A recent survey was given to students, their parents, and faculty about how well they feel Northside is doing in the different elements of a school that the Southern Accreditation of Colleges and Schools (SACS) committee evaluates. Fifty-nine percent of students feel that our school provides learning services according to their needs. Sixty-six percent of the parents agree that their child receives the proper support services for his or her identified educational needs, and ninety-four percent of the faculty believes that related learning support services are provided for all students based on their needs. Yes, there is room for growth but through the school improvement plan Northside will always provide stakeholders with the necessary tools needed for success.

## 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: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Survey results</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•Survey results</li> <li>•School schedule</li> <li>•Alignment of budget with school purpose and direction</li> <li>•School calendar</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Maintenance schedules</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <li>•Budget related to media and information resource acquisition</li> <li>•Survey results</li> <li>•Data on media and information resources available to students and staff</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Assessments to inform development of technology plan</li> <li>•Survey results</li> <li>•Policies relative to technology use</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•Student assessment system for identifying student needs</li> <li>•Agreements with school community agencies for student-family support</li> <li>•Survey results</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Survey results</li> <li>•Budget for counseling, assessment, referral, educational and career planning</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> </ul>	Level 3

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

Indicator 4.1 is scored at a 3. As evidenced in HCBOE's hiring guidelines, polices, processes, and procedures exist that promote a program of active recruitment of professional personnel and support staff which is essential in attracting the most competent and qualified personnel, and the board directs the school administration to seek personnel with the highest qualifications for all positions. Board policy on assessment of staffing needs allows school and system leaders to look at the projected student enrollment at each grade and determine the number of teachers needed. Fiscal resources for critical positions are provided for through both the BOE and Title I budgets. These practices can be sustained by continuing to follow these procedures and allocating fiscal resources for critical positions.

Indicator 4.2 is scored a 3. Instructional time is protected through the bell schedule. Even when there are school activities during the day, the schedule allots for ample classroom time. School leaders work to secure fiscal resources by obtaining Title I funds and school allotments from the BOE. Both the school allotments and Title I budget show that material resources such as school supplies, books and periodicals, and site resources for student computer use and fiscal resources such as funds for an Intervention Specialist are allocated so that all students have equitable opportunities to obtain challenging learning expectations. Efforts towards improving instruction and operations include providing an Instructional Coach, financing for staff to attend professional conferences, and books and periodicals for staff. These efforts work toward achieving the school's purpose of "To make everyone in our school successful." These practices can be sustained by continuing to protect instructional time through scheduling practices and allocating fiscal and material resources to ensure student success.

Indicator 4.3 is scored a 3. School leaders have created clear expectations for safety and cleanliness which is shown through the emergency procedure chart, portions of the school improvement and emergency operations plan, custodial schedules, responsibilities and evaluations. Both school personnel and students are drilled on the safety procedures. Staff members are evaluated on the cleanliness and healthiness of the school and students are held accountable through the school rules. The custodial staff is evaluated weekly on the cleanliness of the building, and safety drills are conducted and documented monthly to allow for continuous tracking of these conditions. Improvements in the safety, cleanliness, and healthiness of the school are implemented based on results of safety drills and staff evaluations. Improvement effort results are consistently evaluated in the same manner. These practices can be sustained by continuing to follow the current safety and cleanliness practices as well as the continued evaluation of these procedures.

Indicator 4.4 is scored a 3. The students and school personnel have access to media and information resources that are necessary to achieve the educational programs of the school. This is evidenced by the resources that are available in the school's media center which includes over 18,000 printed resources as well as online resources. The media center is open 45 minutes before school and closes 45 minutes after school ends, providing access to computers and printing capabilities. The media center operates within an annual budget of approximately \$20,000 and is staffed by both a media specialist and a clerk. The media center could be improved by updating the audio/visual resources many of which are on VHS, as well as, computers which need to be upgraded.

Indicator 4.5 is scored at a three. After the 2012 passing of a SPLOST intended for technology improvements, the board of education has installed Smartboards and projectors in most classrooms, upgraded teacher work stations, and improved wifi capabilities for the entire school all of which meet the teaching, learning, and operational needs of all stakeholders. Both board office and school personnel have administered needs assessments. The results are currently being used to improve technology services and infrastructure. The technology services could be improved by becoming fully modern. Even though the teachers and staff have received improvements in technology, many of the computers that the students have access to continue to be outdated.

Indicator 4.6 is scored at a 3. School personnel have implemented a referral process for meeting the physical, social, and emotional needs of each student in the school. This referral allows staff to pinpoint the specific needs of each student. Programs such as behavior progress monitoring, academic monitoring, special education, student support team, and gifted education to meet the needs of students as necessary. Measures of program effectiveness such as Tie Net graphs and various tests are used to evaluate these programs. Improvement plans related to these programs are based on the data gathered from the way in which they are measured. These programs can be improved by continuing to modify them based on student needs

Indicator 4.7 is scored at a 3. This score may seem contradictory to the rating of level 4 for standard 3.9. However, as mentioned in 3.9, although school personnel participate in a structure that provides long-term interaction with students, school personnel do not implement a clearly defined, systematic process for doing so. NHS has many programs in place that support the counseling, assessment, referral, educational, and career planning needs of all students. Counselors arrange many informational meetings throughout the year to distribute materials relating to academic advisement and financial aid opportunities. Students also meet once a week during our Teachers as Advisors program to provide students with information that ensures their success during their high school career and beyond. These programs are evaluated; however, improvement plans are not always implemented. Improvement can be obtained by allowing all stakeholders to assess each program's effectiveness and implement improvements based on this data.

## Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 2.4

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

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

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	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.	<ul style="list-style-type: none"> <li>•Policies specific to data training</li> <li>•Professional learning schedule specific to the use of data</li> <li>•Documentation of attendance and training related to data use</li> <li>•Survey results</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> </ul>	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none"><li>•Minutes of board meetings regarding achievement of student learning goals</li><li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li><li>•Survey results</li><li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li></ul>	Level 3

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

An overall score of 2 was assessed for performance indicator 5.1. The team determined that school personnel use an assessment system that produces data from multiple assessment measures about student learning.

The assessment system generally provides consistent measurement across classrooms and courses. Northside scores at level 2 because the system is not regularly and systematically or consistently evaluated for reliability and effectiveness in improving instruction. Moreover, the system does not ensure consistent measurement across classrooms and courses. Students are assessed through a variety of methods namely formal standardized tests. These include End of Course tests, Georgia High School Graduation tests, and Advanced Placement exams which are state and nationally developed. In addition, students take locally developed benchmarks and common assessments. Formative assessment also lends itself to the collection of data and, only in some cases, there is documentation of such practices.

From the multiple assessments students participate in, a large amount of data is collected. Most of this information can be located on the intranet portal, Sharepoint, to facilitate easy access for stakeholders in reviewing student progress. With accessible data, the system is able to efficiently evaluate effectiveness of practices geared toward improving instruction, student learning, and the conditions that support

learning.

Some assessments, especially those related to student learning, are proven reliable and bias free. Moreover, the system is regularly evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning. The reliability and unbiased nature of the formal standardized tests is ensured with their creation at the state and national levels. At the local level, benchmark assessments are developed by county subject area experts in alignment with the standards for specific courses to ensure reliability and unbiased questions. Also, students with disabilities, ESOL learners or students who have 504 plans, that necessitate accommodations for testing are assessed in accordance with these guidelines to ensure consistent measurement across all classrooms and courses.

The student assessment system in Houston County consists of state, national, and locally developed assessments which produce a range of data on student learning and school performance. Using the data gathered from these assessments, we are able to monitor student achievement, provide accountability and adjust curricular issues to account for areas that show weakness. The data are evaluated and used to drive instructional practices.

The state and national assessments are proven reliable and bias free. Assessments include national measures (PSAT, SAT, ACT, AP exams), state measures (CRCT, CRCT-M, GKIDS, GAA, 21st Century Assessment, ACCESS, Alternate ACCESS, Grade 3 Writing, Grade 5 Writing, Grade 8 Writing, GHSWT, GHSGT, EOCT), and local measures (Houston County Literacy Inventory, local benchmark assessments, semester and nine-weeks exams). The assessments provide information on student learning and achievement along with areas of strengths and weakness for the stakeholders.

The Testing Department conducts training on the evaluation of data resulting from state assessments with the Assistant Principals of Instruction, Principals, and Test Coordinators at all assessment trainings. Teachers new to the Houston County School System also receive training on assessment evaluation. Documentation of attendance and agendas from these trainings are kept on file in the Testing Dept. and at the school level.

Data received from state assessments are posted on SharePoint, an intranet portal. The results are further analyzed using tools such as Microsoft pivot tables. The data files are broken down by demographics to include student subpopulations. Data files are imported into the SIS for individual, school, and system level analysis. Specific reports created in the SIS have been designed to provide further analysis of the data. The SLDS is also used for system, school, and teacher level analysis.

The system and all schools have a data notebook posted on Sharepoint. Current and archived data are available. Results are posted in chart format and include similar systems and schools. Trend data are also available.

Results are shared with schools, teachers, parents, board members, and the community. Board members receive information in board reports and at board retreats. The community is further notified by "call-outs" to parents, a local school system TV channel, parent letters, and posting on school billboards.

Leadership monitors and communicates comprehensive information about student learning through eWalks. Administrators observe teaching in the classroom to evaluate the teachers and provide feedback to help close the achievement/instructional gaps.

Houston County is conscientious about collecting data as a measure of student achievement. Data are used to develop school and system improvement plans, enhance instruction, professional learning, and to evaluate program effectiveness.

An overall score of 2 was assessed for performance indicator 5.2. Some processes and procedures for collecting analyzing and applying learning from data sources are used by professional and support staff, but there is no systematic process or procedure for analyzing and applying learning from data sources. Moreover, all school personnel do not use data to design, implement, and evaluate continuous improvement of student learning. This is precisely the reason standard 3.2 is scored at level 3. Multiple assessments provide data of student learning; however, a systematic process for effective, efficient usage is yet to be established. 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.

Across Northside High School, we have plenty of access to multiple forms of data. However, we lack the ability to evaluate the data in a timely fashion. The turnaround between getting the data and applying the knowledge we have accumulated with the data is not as efficient as it should be. We are fully knowledgeable in terms of collecting the data and analyzing the data, yet there is lack of ability in drawing useful conclusions with such massive amounts of data. If we are unable to effectively use this data because of the time restraints on obtaining the data, we are lacking the ability to manipulate our instruction in order to see a difference in student performance. The time frame based on

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each step of the process such as collecting, analyzing, and applying impedes our ability to make meaningful changes in our instruction.

School personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs and organizational conditions. In addition to faculty and department meetings, we constantly make time to meet with our course teams so that we can evaluate both our formative and summative assessments that have been given. For common assessments, a test analysis can be completed so that the course team can discuss the strengths and weaknesses that are displayed in each unit.

Another area of strength is that we are constantly designing and implementing new ways to improve such as school-wide tutoring sessions and programs such as night advisement. During the night advisement process, teachers meet with students and parents in order to discuss the needs and interests of each individual student. By doing this, the teacher is able to advise the student on which path would best benefit the student in their post high school plans. We believe that it is imperative that each student have a goal in mind so that we can help them achieve their educational potential.

The programs that are working must be kept. However, the programs that prove to be unsuccessful must be let go. For example, collecting, analyzing and applying data is key in our profession. However, time is of the essence. When we obtain the data, we must meet on the same day the data is obtained so that a plan can be put into effect immediately. By eliminating the long duration we normally take in processing data, we are able to positively correct any shortcomings that we have determined.

An overall score of 3 was assessed for performance indicator 5.3. 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.

Teachers and support staff at Northside High School are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data. Based on data that is collected from a variety of sources, professional development is designed and implemented to assist the teachers in meeting student needs. Training exists in a number of ways for the teachers and support staff. In relation to student achievement, one example of data driven professional development is the Lunch and Learn lessons used to increase teacher understanding of technology that is available for integration in their classroom. Likewise, course team common assessment data is used to focus training for individual subject area teachers. This training is evident through course team meeting logs and professional learning days focused on content area training both school and system wide.

Although improving the quality of education at Northside is our focus, safety at NHS is also a driving force. Through data collected while conducting safety drills, our administrators, teachers and support staff are able to evaluate and improve the safety procedures to ensure the best possible outcome in time of a crisis.

An overall score of 2 was assessed for performance indicator 5.4. A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level; however, test results indicate no significant improvement and school personnel do not systematically and consistently use these results for continuous improvement. Moreover, policies and procedures do not describe a process for analyzing data to determine verifiable improvement in student learning. Again, although lots of data is collected from multiple sources. School personnel are not effectively and efficiently utilizing the data systematically and consistently to improve student learning. The student assessment system in Houston County consists of state, national, and locally developed assessments which produce a range of data on student learning and school performance. Analyzing the data gathered from these assessments, we are able to determine some improvement in student learning, including readiness and success at the next level.

During course team meetings, teachers meet to use the analysis of data from common assessments and samples of student work to direct future instruction. The results of this continuous improvement action plan ensure ongoing evaluation of student learning to enhance student readiness and success at the next level. In addition, during planning period meetings, teachers and administrators meet to expand this process school-wide.

Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level. Evidence of student growth from year-to-year can be seen in the NHS Data Notebook. Assessments include national measures (PSAT, SAT, ACT, AP exams), state measures (CRCT, GHSWT, GHSGT, EOCT), and local measures (local benchmark assessments and unit common assessments). The results for NHS indicate mixed levels of improvement.

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Evidence of student readiness and success for the next level is also indicated by completion of CTAE pathways and student certifications showing readiness for life after high school in the work force. Likewise, success on AP exams and receipt of college credit shows readiness for the next level after high school in continuing education.

In the event that results show lack of student learning and readiness, NHS has a RTI group that focuses on targeted students, providing Tier 2, 3 or 4 level interventions.

An overall score of 3 was assessed for performance indicator 5.5. The school leaders monitor information about student learning, conditions that support learning, and the achievement of school improvement goals.

The school leadership team monitors student learning through a variety of methods, including interviewing students as they observe learning in the classroom, implementing teacher evaluations, and meeting with various stakeholders to examine the data in small group settings. These small groups include course teams, Better Seeking Team, and at the county level, Vertical Teams.

Each year, our principal, Dr. Greg Peavy, meets with each sophomore to discuss the results of his or her PSAT. AP teachers use the AP Instructional Planning Reports to identify areas of weakness from the previous testing administration.

Leaders regularly communicate results using multiple delivery methods to all stakeholder groups. Communication is conducted through Night Advisement, 9th grade orientation, Pre advisement, and a variety of other methods. Conditions that support student learning and the achievement of school improvement goals are emphasized through incentive programs such as the 9th grade Plan for Success and Top Flight program for student achievement, as well as through our School Improvement Plan. Teachers meet regularly in course teams to review data of student performance on various benchmarks and common assessments, and to determine whether there is a need to provide redelivery and alternate assessment.

## Report Summary

### Scores By Section

