



Accreditation Report

Rockdale County High School

Rockdale County Schools

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

The faculty and staff of Rockdale County High School, home of the Bulldogs, is dedicated to our vision which is to create an environment that maintains a standard of excellence by maximizing student potential. Our highest priority is to focus on learning in order to cultivate the success of each and every student. To meet the growing academic needs of our students, RCHS has expanded the original facility from a main building with a gym and stadium into a sprawling campus that includes an expanded central building, new gymnasium, performing arts auditorium, technology facility, science and technology magnet annex, and expanded athletic fields and facilities. Within this vast facility is a unique learning community in which we provide a myriad of specialized courses and programs that benefit each individual student.

Rockdale County High School, established in 1962, (RCHS) is located in the suburb of Conyers, GA, 25 miles east of Atlanta. In 2000, the Rockdale Magnet School for Science and Technology was established as a school within a school on the RCHS campus and is the first recognized STEM certified school in the state of Georgia. In 2013, as a part of the Rockdale County Public Schools vision of creating "Choice Schools", the Rockdale Institute of Advanced Technology was created. Rockdale County High School has a current enrollment of 1840 for the 2014 school year which includes 277 students in the Rockdale Magnet School for Science and Technology and 85 students in the Rockdale Institute for Advanced Technology.

Rockdale County High School has a diverse student population serving various racial and ethnic backgrounds, income levels, and academic performance levels. The student body is 67.8% African American, 17.4% White, 8.4% Hispanic, and 3.6% multi-racial, with the remaining 2.8% representing Asian, American Indian/Alaskan Natives, and Native Hawaiian/Pacific Islander populations. 63% of RCHS students qualify for free and reduced meals, a participation rate that has steadily increased over the past three years. 16% of our students are identified as Gifted. 10% of our student population is served through special programs for students with disabilities through either the self-contained or inclusion service models. 2% of our students are served either through Section 504 or the English Learners program.

RCHS offers a wide variety of academic programs to prepare students to be college and career ready. Rockdale County High School has been steadily increasing the number of AP classes that are offered as well as increasing the number of students who participate in the AP courses. Almost half of the students at RCHS attend the Rockdale Career Academy where they are enrolled in 17 career pathways and a variety of work-based learning and student apprenticeship opportunities. In addition to RCA and AP, Rockdale County High School has 187 students in AVID (Advancement Via Individual Determination). This program takes students who are traditionally underserved in college - often first-generation college attendees and pushes them in a rigorous curriculum that allows them to be successful in high school while preparing them for post-secondary opportunities.

At the core of Rockdale County High School's mission is the dedicated staff of teachers. The RCHS/RMSST faculty and staff demographics are comprised of 46% African American, 53% white, and less than 1% other. Rockdale County High School is currently made up of 115 certified staff members and 43 classified staff members. The faculty and staff ranges in experience from first year employees to teachers with 30+ years in the field of education.

The community served by Rockdale County High School has experienced serious economic issues that daily affect the students and the school. According to the Georgia Department of Labor, Rockdale County saw an unemployment rate peaking at 11.6% in August 2010 to a slowly declining unemployment rate at 8.8% in August 2013. With the heightened unemployment rate came a rise in home foreclosures.

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currently at 1 in every 479 houses as of September 2013 (www.realtytrac.com), and an increase in available rental properties. These trends have resulted in a higher transient rate for the school. These compounding issues have caused steady increases in the number of economically disadvantaged families served, student attendance concerns, and students requiring additional support for academic and behavioral success.

Because of its location and its long history, RCHS is unique among the high schools in Rockdale County. The school is located in Olde Town Conyers and is the oldest high school in the district. The "small town" feel that is associated with the school and community also permeates into the accessibility that parents have to the school board and to local government. The sense of community pride and tradition that is often found in a smaller community still exists at RCHS even though the area has experienced a variety of demographic changes. These strengths continue to help drive the school towards academic excellence allowing us to work to meet the physical, emotional, and educational needs and challenges of students daily.

School's Purpose

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

Through a collaborative effort of faculty, staff, students, and parents, Rockdale County High School developed our school's mission, vision, and beliefs to guide our decisions as a school.

The mission of Rockdale County High School, a diverse learning community focused on creating an educated citizenry capable of competing in a global society, is to facilitate scholarship and cultivate individual success by:

- Ensuring rigorous academic preparation
- Emphasizing inclusiveness
- Promoting cross-cultural connections
- Encouraging positive relationships
- Promoting lifelong learning
- Producing active, responsible citizens

The Vision of Rockdale County High School is to create an environment that maintains a standard of excellence by maximizing student potential.

The mission and vision of Rockdale County High School are grounded in our beliefs. We believe that

- Family and community involvement is an influential factor in the development of an individual
- Education is an important asset in maximizing the opportunities of an individual and community
- Every person is worthy of respect
- Every person has the capacity to learn
- Every person deserves the opportunity to succeed
- Every person is accountable for his or her actions
- Our differences should be acknowledged and celebrated
- The students' needs are at the core of all educational decision-making
- That the well-being and safety of the student is essential to teaching and learning.

The purpose of the school can be seen throughout the diverse programs and organizations that students are offered at RCHS. Academic preparation can be attained through involvement in Advanced Placement courses, the AVID program, or through enrollment in the Rockdale Magnet School for Science and Technology. The Rockdale Institute for Advanced Technology provides an additional option for students who wish to focus primarily on careers in technology fields. The emphasis on inclusiveness can be seen as students from diverse backgrounds join together to become members of clubs and organizations such as Student Government, Girls In Focus to Succeed (G.I.F.T.S.), the Debate Team, the Interact Club, and the Guitar Club. Enrichment, review, and remediation opportunities are offered through the Focused Learning EXperiences (FLEX) program. Positive relationships are fostered through athletic teams such as basketball, lacrosse, golf, and football in addition to co-curricular activities such as marching band, chorus, drama productions, and flag corps. Electives in academics, such as Anatomy, upper level Modern Languages, Current Issues, and Writers Workshop, provide additional opportunities for students.

Individual success comes when students take pathways of their choosing through the Rockdale Career Academy, earn academic and fine arts achievements, and earn placements into competitions and programs such as the Governor's Honors Program, International Sustainable

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World (Energy, Engineering, Environmental) Project (iSWEEEP), STAR Student and other local, national, and international competitions and programs. Finally, students have the opportunity to achieve success when they take advantage of the credit recovery program, safety net programs, or intercession courses to earn Carnegie Units that were not earned initially.

Notable Achievements and Areas of Improvement

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

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

Students have attained many academic accolades as representatives of Rockdale County High School. Student accolades include math team state champions, Governor's Honors participants and winners, National Merit finalists and semi-finalists, AP Scholars, Perfect ACT/SAT scorers, AVID district scholarship winner, as well as many other individual student recognitions. Honors in Fine Arts have also been received by students including All-State Chorus, Georgia Thespian All-State Show Cast, and All-State Band.

In the area of athletics, Rockdale County High School has claimed region championships, state appearances or state championships in wrestling, basketball, track, cross country, tennis, swimming, volleyball, baseball, and softball. A number of RCHS athletes went on to earn scholarships to Division I colleges and universities. In the 2012-13 school year, all but one of our school's sports teams made it to the state playoffs.

Teachers frequently receive recognitions locally and nationally. One teacher from RCHS and one from RMSST are chosen as the Teacher of the Year and the PAGE STAR Teacher of the year. Expert teachers present at local, regional, and national conferences and professional development sessions including RCPS Professional Development Days, state Advanced Placement workshops, and national science competitions. Several coaches have been named "Coach of the Year" for the GHSA Region 5-AAAAAA. Most recently one of our teachers earned "Coach of the Year" recognition for Volleyball, Swimming, and Tennis. Additional teachers have claimed accolades as Student Council Advisor of the Year, Georgia Association of Student Council Outstanding Community Service Award, and Gilder Institute for History Award.

These achievements have been made possible through some of the improvements that RCHS has seen. A more challenging curriculum combined with increased credit recovery and enrichment opportunities allow for students to improve academically. A consistent building leadership team has been in place for four years, allowing for stability in planning school improvement. Veteran coaches and club sponsors have been allowed to grow their programs which, in turn, have led to championships and awards.

The school's strategic plan is focusing on improving student achievement, closing the achievement gap between students, and cultivating a positive, healthy school climate. Student achievement in Math courses have become a major focal point at our school due to lower than expected achievement. In addition, the school's achievement gap between Students with Disabilities and White Males has increased resulting in our school being placed into the Focus School category. Finally, because of a number of external and internal factors, the school climate has declined over the past few years resulting in lower faculty/staff morale.

Additional Information

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

Rockdale County High School provides unique learning opportunities for the students in Rockdale County. As part of the RCHS and RCPS Strategic Plan, students at RCHS are able to experience a number of school choice options. These options allow students to explore multiple areas of interest in order to shape their post-secondary decision making.

The partnership with the Rockdale Magnet School for Science and Technology allows students throughout the school system, selected through a defined application and admittance process, to experience an exceptionally rigorous STEM curriculum. Students at RMSST are exposed to numerous advanced laboratory experiences, research projects, and internships that promote the vision and values of the school. Students from throughout the county also have the opportunity to enroll in the Rockdale Institute for Advanced Technology. Students in this new program are exposed to a rigorous technology curriculum that will direct students towards careers in technology fields. As the program develops, students will be able to learn about digital technology, computer programming, game design, software development, and information technology. AP Computer Science is a planned addition to the curriculum in the next few years. Additionally, RIAT plans to become a model school for technology education using One to One instructional strategies as well as a focus on becoming a paperless school. Students at both RMSST and RIAT take several core courses at RCHS including English, Social Studies, Modern Languages, Fine Arts, and Physical Education. In addition, students participate in numerous RCHS based extra-curricular activities including sports, fine arts, and clubs. As a result of the "school within a school" model, RMSST and RIAT students are able to gain the "high school experience" through the connection of RCHS with these specialized schools.

Students at Rockdale County High School also have the opportunity to participate in numerous career pathways at the Rockdale Career Academy. Students who choose to attend RCA are able to select courses focusing on careers in Law Enforcement, Nursing, Culinary Arts, Broadcasting, Marketing, and Automotive. Many of the pathways allow students to participate in internships and receive initial certification in their pathway. As a result, students are able to either enter the workforce immediately upon graduation or continue in advanced courses in their freshman year of college or technical school. RCA also provides Dual Enrollment opportunities for all Rockdale County students giving students both high school and college credit upon successful completion of the course work.

As a part of promoting post-secondary options, the counseling department at RCHS has implemented additional opportunities for students to make wise choices regarding their future. In 2013, RCHS added a College Advisor from the Georgia Advising Corps to assist students with post-secondary option selection. In addition, the counseling department has targeted students who are identified as 1st generation college bound students to assist them in the college and financial aid application process. In collaboration with our county high school counseling departments, there has been an orchestrated effort to provide informational and "hands on" parent/student nights. These parent/student nights include the Georgia Apply to College Day, Senior College Night, and College Goal Sunday. These programs educate parents and students about post-secondary options and promote a college culture among students.

Self Assessment

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 2.33

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"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present •Parent Handbook, Employee Handbook, School Council minutes, School Improvement Plan, Strategic Plan, Missions and Belief Statements 	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 sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •Agendas - Faculty Meetings, BLT meetings Survey Results - Parent, Student, Staff surveys through AdvancEd, state, and district 	Level 2

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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 continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	<ul style="list-style-type: none">•Survey results•The school data profile•Agenda, minutes from continuous improvement planning meetings•The school continuous improvement plan•Principal Data Briefings (10-13), Data Briefings "Cheat Sheet", RTI Grade Level case load, PLC agenda/minutes, School Improvement Goals, RCPS Cycle of Results, Teacher Data Briefings	Level 2

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.

Rockdale County High School involves many stakeholders in the Strategic Planning process in order to develop and define our school's purpose and direction. This purpose and direction is exemplified through our mission statement, vision, and beliefs that focus on success for all students. Using the District's Strategic Planning model, RCHS developed and has implemented a Strategic Plan that is aligned to the district's Strategic Plan.

During the Strategic Planning process, stakeholders gathered a multitude of information about our school including demographics, strengths, weaknesses, opportunities, threats, assessment data, and survey data. Using this information, teams revised our mission, beliefs, and vision to reflect the growing needs of our students and community. Teams then created four strategies of focus that drive and support our instructional practices to maximize student potential and performance.

Through the Strategic Planning process, the school has been able to make progress in several areas. First, technology improvements are being made in several areas. Several teachers are using a number of interactive web tools such as Schoology, My Big Campus, and other websites that allow for better communication and collaboration between students and teachers. In addition, upgrades to our technology labs are frequently made. Second, our FLEX program offers expanded enrichment and remediation opportunities including High School 101, EOCT review courses, Study Skills, Community Service, and American Pop Culture via Media. Third, our student council has been established and guidelines for elections and class officer protocols have been implemented. Already our school is seeing a much more active student role through this organization improving our school culture. Finally, administrators have established data talk presentations by teachers based on the district's data talk model for principals to enhance teaching decisions. Data talks began with EOCT courses and are expanding to non-EOCT courses as well.

The areas of desired improvement for this standard center around an increasing need to consistently monitor, communicate, and involve parent and community stakeholders in the process of fulfilling our school's purpose and direction. Factors such as time, personnel, and current technology infrastructure issues are hindering this area of improvement. These growth areas can be seen as a part of the strategic plan and the school improvement plan for RCHS.

Standard 2: Governance and Leadership

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

Overall Rating: 2.83

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"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •School handbooks •RCPS Parent Handbook, Employee Handbook, GTDR, TKES Implementation Handbook, E-Board Solutions website, Professional Learning plan, Board Code of Ethics, Educator Code of Ethics 	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"> •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Proof of legal counsel •Assurances, certifications •Governing body training plan •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •RCPS Board Code of Ethics, Faculty Meeting Agendas, Compliance Director.org instructions and completion emails, Superintendent's Start-Up Powerpoint 	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 protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings •RCPS policy and regulation topics with url link, Title I budget, RCPS School Improvement Goals, SAI Survey results, School Improvement Plan for the state and county, Per Pupil Allotment, School Messenger, Talk About It data 	Level 3

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

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	<ul style="list-style-type: none">•Minutes from meetings with stakeholders•Copies of surveys or screen shots from online surveys•Survey responses•Involvement of stakeholders in a school improvement plan•Parent communication logs, PTA meeting minutes, Curriculum and open house Powerpoints	Level 2

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">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Job specific criteria•Job Descriptions of personnel (Principal, classroom teachers, Assistant Principal, Special Education teacher, Classroom teacher, Learning Support Lead teacher compliance), TKES chapters 1-4, LKES, RCPS Teaching and Learning Teacher Portfolio and Workbook, Professional Growth Plan	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 2 focuses on the relationship among the school board, the district level leadership, and the school leadership and their ability to support school performance and effectiveness. The administration at RCHS follows policies and procedures that are aligned with board and district policies. Furthermore, student and parent guidelines, published in an annual parent/student handbook, are developed district-wide and are made available to all stakeholders at the beginning of each school year. These guidelines are consistently reviewed and revised yearly to ensure compliance with state and local laws and policies. These guidelines are communicated and implemented at each school in the county. Policies and procedures are reviewed with the faculty, staff, and students at RCHS. In addition, the board, district, faculty, and staff annually review the Educator Code of Ethics through presentations or computer based staff compliance modules. The Board of

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Education follows a defined set of roles and responsibilities that effectively outlines the boundaries between the board and school system. Also, roles and responsibilities for all school personnel are established. All roles and responsibilities for the board and school personnel are available to the public on the E-board Solutions and district websites.

Through school system guidelines, schools have autonomy to create a school budget based on allotted points supporting the school's mission and vision. This autonomy allows the principal to make personnel and resource decisions promoting school performance and effectiveness. In addition, the principal is able to direct financial resources to programs that support the school's Strategic Plan, the School Improvement Plan, and the Professional Learning Plan.

The school system and school provide effective evaluation tools that support the effectiveness of the school. Through LKES and TKES, teachers and administrators are provided feedback on leadership, learning, and teaching standards. Through this feedback, individual goals are reviewed, revised, and supported. District-wide, school-wide, and individual Professional Development Plans are developed and implemented based on these evaluations and the alignment with the district and school Strategic Plans.

Communication among all stakeholders is a weakness of our school and school system. Some topics are well communicated throughout the system and school including teacher/leader evaluations, positive system and school news, and system and school performance data. Due to a variety of reasons, certain topics from the district and the school level are not clearly communicated to affected stakeholders resulting in a potentially negative impact on school morale from time to time. We are addressing these communication issues through our Building Leadership Team and our Strategic Plan.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 2.25

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"> •Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Enrollment patterns for various courses •Course descriptions •Descriptions of instructional techniques •Lesson Plan template, High School course numbers, Infinite Campus "entering students codes for gifted students", RCPS Gifted Program Handbook, RCPS Special Education Handbook, Senior Exit Poll 	Level 3

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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.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Standards-based report cards •Surveys results •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •Testing Calendar, Standards-based report card template, Curriculum Alignment Training Powerpoints, Course Framework, Course syllabi, RCPS Cycle for Results, AP Course Audit, Common Formative and Summative assessments, Benchmark plan 	Level 2

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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"> •Teacher evaluation criteria •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results •List of 21st Century resources for students and academic websites/programs, RMSST Science Fair handouts and Pictures, USA Test Prep information, Edmoto information, My Big Campus information, Instructional Strategies Flip Chart, School Book Study (Teach Like a Champion), Schoology, AP County PLC meetings, Ventura website and resources, Cultural Competency information 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Documentation of collection of lesson plans and grade books •Peer or mentoring opportunities and interactions •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs •RCPS Teacher Evaluation Class Keys powerpoint, GTDR Template, RCPS TKES Annual Evaluation Summary Report, TKES Chs. 1-4, End of year checklists, focus walk feedback, lesson plan feedback, TSS Plan 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Administrative responsibilities chart, PLC meeting chart, PLC meeting template, lesson plan template, RTI meeting template, Behavior Intervention Plan powerpoints and plan templates, GAA Pre-administration Webinar links 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning •Performance Assessment tasks, Teacher Data Talks, Syllabi, Course Descriptions 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •GaDOE Teacher Induction Guidance rationale, RCPS TSS Endorsement Course dates, RCHS TSS mentoring schedule, Principal Pipeline information, 	Level 2

Accreditation Report

Rockdale County High School

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 their children's education are available. School personnel provide information about children's learning.	<ul style="list-style-type: none"> •Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •RCPS Grade Reporting and Term dates, Title I Parental Involvement Policy, RCPS Right as Parents regarding Special Education, RCPS Section 504 Parental Rights information, Parent conference week information, Curriculum nights powerpoint/schedule, Financial Aid and College nights 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Survey results •Curriculum and activities of formal adult advocate structure •High School 101, Counselor meetings schedule, counselor meeting forms, P&I Caseload 	Level 2

Accreditation Report

Rockdale County High School

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.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting •RCPS Rights as Parents regarding Special Education, RCPS Section 504 Parental Rights information, RCPS Standards-Based Report Card Parent Guide for Performance Expectations, RCPS Standards-Based Report Card template 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none"> •Results of evaluation of professional learning program. •Evaluation tools for professional learning •Survey results •Brief explanation of alignment between professional learning and identified needs •District Professional Learning course offerings (July and October PL dates), RCHS Pre-Planning Agenda, PLC spreadsheet, Course Offerings, Professional Improvement Plan 	Level 2

Accreditation Report

Rockdale County High School

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 special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with 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 students within these special populations.	<ul style="list-style-type: none"> •Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students •Teacher Referral Counseling forms, Counselor's Guidance Plans, High School Course numbers, RCPS Gifted Handbook, RCPS Rights as Parents regarding Special Educations, RCPS Section 504 Parental Rights information, GAA powerpoints, RCPS Learning Support Organizational Charts, Data Talks, RTI/Gifted/EL caseloads 	Level 2

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 focuses on the school's curriculum and instructional design as it relates to teaching and assessing. The variety of programs offered through RCHS, its alliances with non-traditional schools (Rockdale Career Academy, Rockdale Virtual Campus, and the Rockdale Magnet School for Science and Technology), and the use of a district-wide standards-based curriculum platform work to ensure student success at the secondary level and beyond. Common planning allows the established professional learning communities an opportunity to promote consistency with planning for common assessments and syllabi, standards-based grading strategies, differentiation of instruction based on student needs, and implementation of best practices. Standards based report cards, increased dual enrollment, lesson plans aligned to the curriculum, common assessments, weekly professional learning community meetings, professional learning matrix, peer mentoring, common syllabi and course descriptions, parent nights, academic nights, and weekly electronic school messenger announcements all serve as evidence of the school's strengths in Standard 3. Areas of identified growth include allowing instructors more time for interdisciplinary collaboration across content areas and grade levels, the development of a teacher advisement program that will allow a one-on-one relationship to be established, and a transition plan for incoming students. In addition, a standard evaluation tool needs to be developed and implemented to gauge the effectiveness of school/county professional development. These growth areas are also addressed in the school's improvement plan and strategic plan.

Standard 4: Resources and Support Systems

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

Overall Rating: 2.43

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 describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff •RCPS Hiring Process policy, RCPS Contract for Employment template, Interview Rubrics, Points Allocation sheets, Consolidation of Funds Worksheet, Documentation of highly qualified staff, food services rating, maintenance records 	Level 2

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 sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar •Safety Net budgets, Department Supply list, RCPS School Calendar, Master Schedule, Lab Scheduler documentation, Consolidation of Funds Worksheet, Title I Plan 	Level 2

Accreditation Report

Rockdale County High School

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 some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	<ul style="list-style-type: none"> •Records of depreciation of equipment •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes •Emergency Preparedness Plans, All-Good Pest Solutions service reports, GDHR Food Service Inspection Reports, Maintenance Reports 	Level 2

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"> •Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •RCHS Media Plan, Media Budget, Professional Development Plan 	Level 3

Accreditation Report

Rockdale County High School

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Survey results •Policies relative to technology use •Technology AUA agreement, technology training plan 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Survey results •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students •Counselor Guidance Plan, Community agency list, Student referral form to counseling 	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"> •List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process •Counselor Guidance Plan, Teacher Referral Counseling forms, small group counseling form/agenda/groups names, community agency list, field trip examples, peer mediators list of students and meeting minutes, College 411 information, counselor budget 	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.

In order to ensure success for all students, RCHS uses a wide variety of resources and provides many services to support the school's purpose and direction. RCHS maintains a teaching staff that is highly qualified in order to promote student achievement. The master schedule allows for common planning resulting in more effective collaboration among Professional Learning Communities. Instructional time is protected allowing for maximum learning opportunities for students. In addition, our media center and computer labs allow students a myriad of resources to further enhance learning opportunities. Our school safety committee and safety plan are organized and are properly reviewed to allow for preparedness in a crisis. The routine maintenance of the building allows for a clean and healthy school environment. A strong counseling program allows for students to have needs met including course advisement, personal counseling assistance, and programs that ensure the highest degree of confidentiality. The budget for the school, the master schedule, balanced school calendar, school safety plan, and building maintenance meetings are all examples of evidence for Standard 4. One area that needs improvement is our technology infrastructure. While we have numerous 21st century technological advancements in the building, our infrastructure does not yet support our future capabilities. Another identified area of growth is allocating more fiscal and material resources aimed at pathways in CTAE, Fine Arts, and Modern Languages. All the areas of need are being addressed through the strategic plan and the school improvement plan.

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 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 maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free •RCPS/RCHS Testing Dates, Student Assessment in Georgia Schools ethics clause, SLO Pre-Administration powerpoint, GADOE TKES Teacher Assurances for SLO, School SLO Administration timeline, SLO Change of custody record template, RCPS Benchmark plan, RCPS Grade Reporting and Term dates, GAA powerpoint, GAApre-administration webinar links, SAT/ACT/PSAT/PLAN/AP Testing Dates/Information. 	Level 3

Accreditation Report

Rockdale County High School

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Survey results •Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •RTI meeting forms/notes/agendas, PLC template for meetings, Benchmark Data Trend, Data analysis sheet, SLDS trend data, Ventura PLC information 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data •SchoolNet Training, Infinite Campus Data and Training materials, SLDS Training, PLC minutes/agendas, RCPS C and I Curriculum Alignment PL Plan, RCHS Professional Learning plans, RCPS PL Day plans, RCPS job description of Instructional Technology and Data Specialist, RCPS Tech Times newsletters, ITDS training schedules 	Level 2

Accreditation Report

Rockdale County High School

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"> •Student surveys •Agendas, minutes of meetings related to analysis of data •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level •Principal Data briefings notes, RTI caseloads, RCPS School Improvement Academic Goals, Data Talks 	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 information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	<ul style="list-style-type: none"> •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •RCPS Tech Times newsletters, Teacher Data Briefings, Parent Portal/Infinite Campus Account Setup, RCPS Superintendent Startup presentation, RCHS Pre-Planning Data Presentation, PL Plan, Curriculum Night Presentation 	Level 2

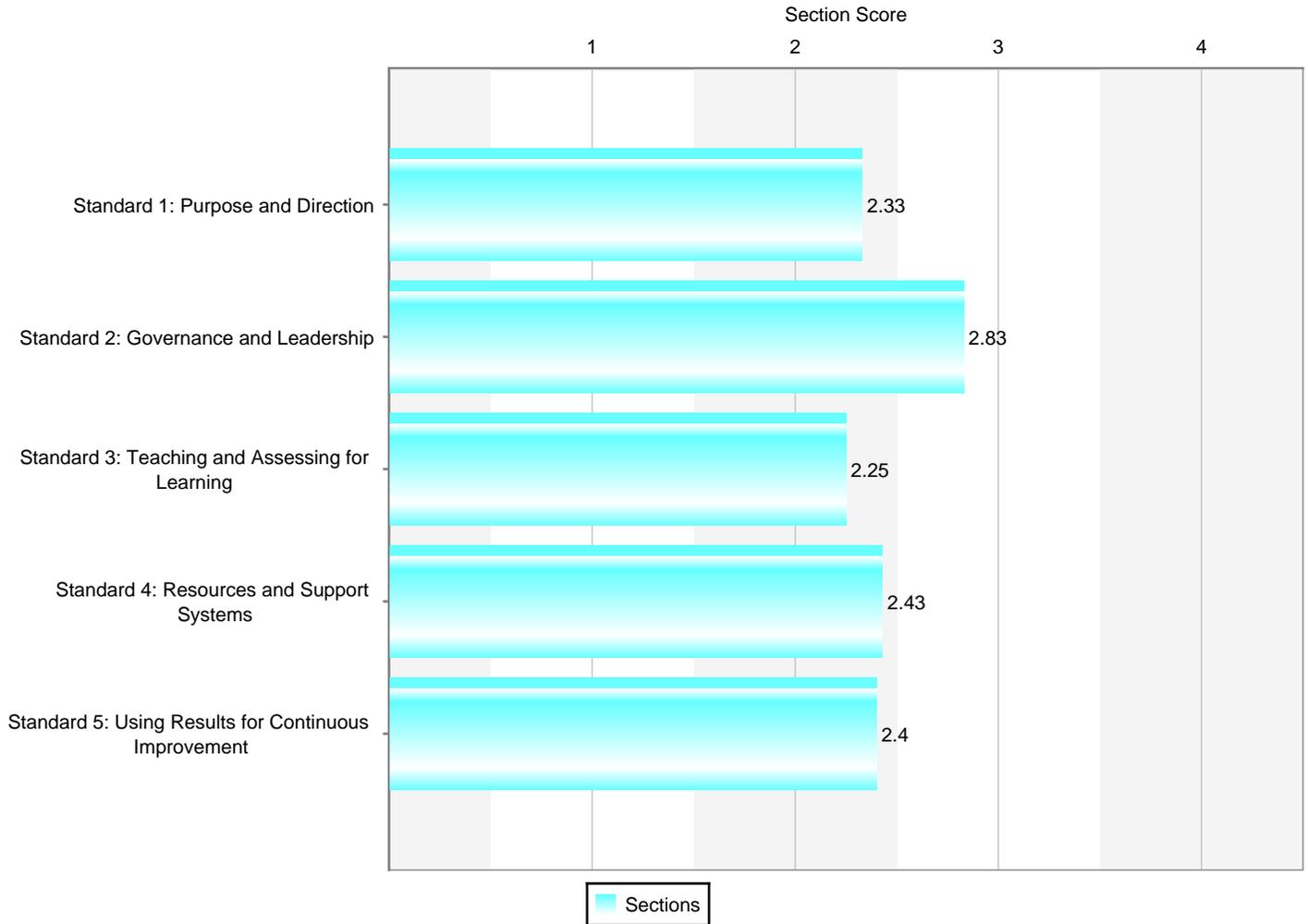
Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members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

Standard 5 looks at the comprehensive assessment system that yields data that guides continuous improvement about student learning and school effectiveness. RCHS has a strong assessment system that includes formative assessments, summative assessments, benchmarks, standardized tests, EOCTs, AP tests and final exams. The efforts to collect trend data and current student data continues to increase as learning is driven through teacher and administration analysis of data and using the data to adjust instruction. RCHS uses the RCPS Cycle for Results model of data analysis. The implementation of a new student information system enables the collection and analysis of a range of data to be more accessible to teachers and administrators. Data talks, data collections, and meeting minutes are evidence sources for

Standard 5. An area needed for growth include continuous professional development on data analysis and the use of data to better drive instruction for all teachers, especially those teachers of non-EOCT courses. In addition, the data procedures need to be refined to allow for better teacher reflection. The areas of need are being addressed through the strategic plan and the school improvement plan.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		RCHS Stakeholder Feedback Data Report

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

The parent survey indicates a strong belief that their children know the expectations for learning in all classes. In addition, parents believe that our school provides opportunities for students to participate in activities that interest them. There is also a strong belief among parents that our school's purpose statement is clearly focused on student success, a belief shared by students and staff based on their respective surveys. Parents and students also believe that we have up-to-date technology used for learning and that their children are well prepared for success in the next school year.

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

Trends support an increase in two areas. First, most stakeholders believe there is a high level of expectation for student success among all students in our school. Teachers use multiple assessment strategies to check for student understanding and mastery of the content supporting this belief. Second, most stakeholders believe that we provide a number of programs and services to help students succeed and provide opportunities for these students to participate in activities that they enjoy.

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

The stakeholder feedback data is consistent in the belief that our school's purpose statement is clearly focused on student success. This data also is consistent in showing that our school sets high expectations for learning and provides multiple opportunities for student success.

Areas in Need of Improvement

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

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

In reviewing the parent survey data, there was a definite trend in providing information to parents regarding a number of areas. Our lowest score indicates that teachers do not communicate to parents their system of grading. In addition, parent responses indicated the need for improved communication of how our school spends its financial resources as well as reporting on the achievement of school goals.

In reviewing the staff survey data, there was a definite trend in providing consistent support to new teachers. In addition, staff surveys indicated an agreement with parents that school personnel need to communicate their children's learning progress in a more effective and efficient manner.

One trend that is seen in all surveys is the need to effectively engage all stakeholders in the continuous improvement process.

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

Respect for persons and property is the largest decreasing trend seen in the survey results for students. Another area of declining stakeholder satisfaction is the effective engagement of all stakeholders in the continuous improvement process.

What are the implications for these stakeholder perceptions?

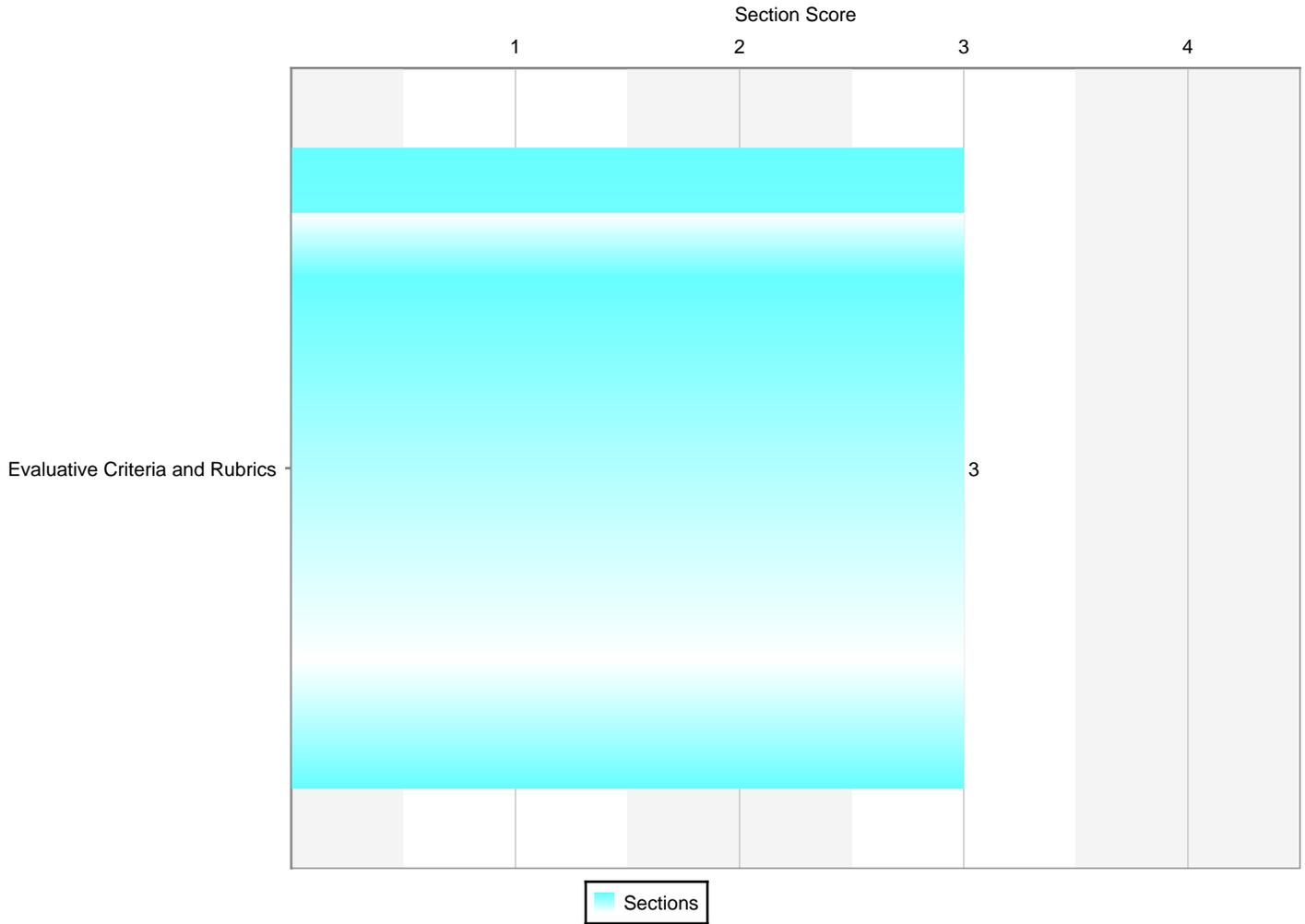
The implications for these stakeholder perceptions clearly indicate a need for improved communication in multiple areas. One implication is the need to develop and implement a more effective and engaging way to communicate among stakeholders. Another implication is the need to engage and include more stakeholders in the continuous school improvement process and look for ways to better communicate this process to parents, students, and teachers. Finally, there is a need of some type of character development course or program to address concerns regarding student respect.

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

Though our purpose and vision is clear, the stakeholder findings show a great need to improve inclusion of additional stakeholders in the school improvement process. Communication among all stakeholders regarding the educational process was a pervasive concern in multiple areas. Finally, student feedback consistently show a need to address respect issues among students.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		High School Student Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

Rockdale County High School was above the expected levels of performance on the End of Course Test for American Literature, Economics and the Grade 11 Writing Test.

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

Rockdale County High School showed a positive trend in performance in the areas of American Literature, Biology, Physical Science, Math II, US History, and Economics on the EOCT. We also showed a positive trend in performance in the area of Grade 11 Writing Test.

Which area(s) indicate the overall highest performance?

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

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

The sub-group of Students with Disabilities has shown a trend toward increasing performance as based on the EOCT Biology results.

Between which subgroups is the achievement gap closing?

The sub-group of Students with Disabilities has closed the achievement gap with those students taking the EOCT.

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

We have seen an increase in the American Literature assessment results during the school year on our formative assessments which was then consistent with our result on the EOCT.

Areas in Need of Improvement

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

Rockdale County High School showed a below expected level of performance on the Math portion of the EOCT.

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

Rockdale County High School showed a negative trend in performance on the Math portion of the EOCT.

Which area(s) indicate the overall lowest performance?

The area of lowest overall performance for Rockdale County High School was on the Math portion of the EOCT.

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

The sub-group of Students with Disabilities showed a trend toward decreasing performance in the area of Math and US History.

Between which subgroups is the achievement gap becoming greater?

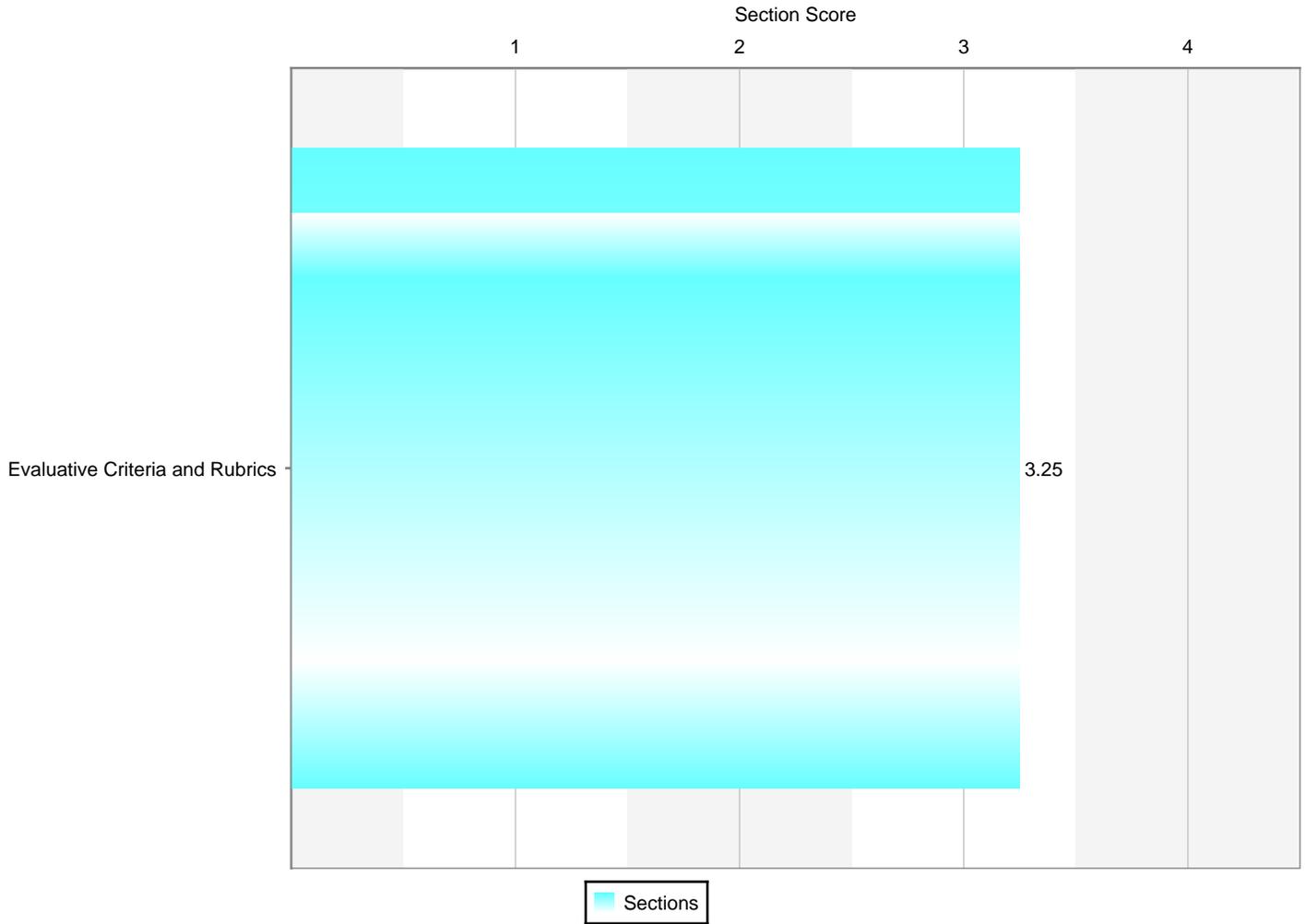
The assessment score between the EOCT in the area of Math and US History indicates that the achievement groups for the sub-group of Students with Disabilities are becoming greater.

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

We do not expect to see the negative trend for the Student with Disabilities sub-group as indicated on the summative assessment based on our results from the formative assessments completed throughout the school year.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

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

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

AdvancED Assurances

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

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

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

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

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