

**Report of the
Quality Assurance Review Team
for
East Wake School of Health Science**

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

Quality Assurance Review Report

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About AdvancED and NCA CASI/SACS CASI

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

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

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

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

- 1) Meet the AdvancED Standards and Policies for Quality Schools.** Schools demonstrate adherence to the AdvancED standards and policies which describe the quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance and organizational effectiveness.
- 2) Engage in continuous improvement.** Schools implement a continuous improvement process that articulates the vision and purpose the school is pursuing (vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (profile); employs goals and interventions to improve student performance (plan); and documents and uses the results to inform what happens next (results).
- 3) Demonstrate quality assurance through internal and external review.** Schools engage in a planned process of ongoing internal review and self-assessment. In addition, schools host an external Quality Assurance Review Team once every five years. The team evaluates the school's adherence to the AdvancED quality standards, assesses the efficacy of the school's improvement process and methods for quality assurance, and provides commendations and required actions to help the school improve. The team provides an oral exit report to the school and a written report detailing the team's required actions. The school acts on the team's required actions and submits a progress report following the review.

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

Introduction to the Quality Assurance Review

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

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

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

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

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

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

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

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

Summary of Findings

A Quality Assurance Review Team representing the SACS CASI North Carolina State Office (SACS-CASI-NC), a division of AdvancED, visited the East Wake School of Health Science in Wendell, North Carolina, United States on 11/03/2010 - 11/04/2010.

During the visit, members of the Quality Assurance Review Team interviewed 4 members of the administrative team, 16 students, 11 parents, and 17 teachers. In addition, Guidance Counselors and Support Staff were interviewed. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

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

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

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

Commendations

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

- **Strong relationships among students, teachers, administrators, and other staff have established a family atmosphere throughout the school.**

During interviews with the Quality Assurance Review (QAR) team, each group of stakeholders used the word "family" to describe the strength of East Wake School of Health Science. Students and parents recognize the support from the staff and faculty; teachers recognize the support from the administration and parents.

The support system that exists among the stakeholders is a valuable resource which guides student success and promotes school effectiveness.

- **Leadership has created a successful small school from a former large institution. Teacher ownership has resulted from administrative assurance that teachers have leadership opportunities.**

Leadership at East Wake School of Health Science has molded the success of the school. The administration has ensured that the mission of the small school has been the guiding force for the school's growth. In this process, the administration has empowered teachers to take risks and to design strategies which will enhance student success.

In addition to providing structure to the organization, leadership has provided the foundation for continued improvement and success by providing staff and stakeholders opportunities to take ownership of the school's effectiveness. .

- **Data walls provide a visual representation of individual student needs which are quickly targeted. This information allows quick intervention and prevents students from failing.**

Student needs are identified using data walls which include information that likely affects student performance in the classroom. This method allows teachers to address needs in the context of the whole child. By updating the data walls biweekly, deficiencies are promptly addressed. This level of monitoring supports individual needs of all students.

Data walls provide a tool which incorporates factors affecting student success into the continuous improvement process.

- **Professional learning teams (PLTs) provide a support system that enables faculty to engage in continuous improvement.**

Faculty members have embraced PLTs as a vehicle to support each other in the quest for increased student achievement. In addition to analyzing student data, PLTs provide the opportunity for teachers to review each other's teaching techniques and instructional strategies. Providing leadership opportunities for faculty, the PLT meetings are structured with specific goals to enhance school effectiveness.

By providing teachers with a vehicle to enhance their own growth, PLTs have become an effective tool for teachers to be leaders in promoting student achievement.

Required Actions

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

- **Evaluate communication among internal and external stakeholders.**

With the school operating in the global community of four high schools on one campus, communication is vital both within the school and with the global staff. Operational efficiency can be ensured if both internal employees and global staff receive communications regarding announcements. Very often parents will call the school, and the global staff will answer the phone. Progress reports and other information to parents are often transmitted to parents through emails. Lists should be maintained as to which parents do not have access to email communication.

Communication among stakeholders reinforces a smooth operation of the school in the fulfillment of its mission.

- **Explore opportunities for increased stakeholder involvement.**

Participation by high school parents often presents a challenge. During interviews with the Quality Assurance Review (QAR) team, school personnel recognized this opportunity and expressed the need to increase parent involvement. In addition to parent participation, nurturing partnerships with community and business stakeholders presents benefits to the school. The school recognizes the need to involve stakeholders in school activities.

Ensuring stakeholder involvement strengthens the continuous improvement process.

- **Increase academic rigor and challenges to maximize student potential.**

The small school setting is extremely beneficial in identifying student needs and addressing issues while they are still manageable. While the small school is advantageous to the struggling student, effort must be given to ensure that students are properly challenged. Advanced level courses are taught in combination classes with regular instruction. The community college provides a curriculum from which many students at East Wake School of Health Science could benefit. Students could enroll in the college preparatory curriculum and earn college credit hours. This incentive could also encourage many students to pursue college after high school. The school and school system have the responsibility to utilize community resources which can enhance the curriculum for students. Working with Wake Technical Community College to locate a satellite campus on site could be a valuable asset for the school and the community.

In order to provide a curriculum which will maximize the potential of all students, a small school must seek resources outside of the school. Strengthening partnerships in the community enhances the programs for all.

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

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the required actions made by the team. Include methods for monitoring progress toward the required actions.

4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the required actions. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the required actions. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The SACS-CASI-NC accreditation seals are available at www.advanc-ed.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the required actions noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Review of AdvancED Standards for Quality Schools

The primary requirement for accreditation is that the East Wake School of Health Science demonstrates that it meets the seven standards for accreditation. The findings of the Quality Assurance Review Team regarding the standards for accreditation are summarized on the following pages.

Standard 1. Vision and Purpose

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

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

East Wake School of Health Science began in 2005 as the first step of redesigning a comprehensive high school into four smaller educational entities. The comprehensive school served more than 1600 students prior to this time. The purpose of the redesign was to create a learning environment in which close monitoring of individual students would ensure their success.

The purpose of the school was established from the beginning. As the school has evolved, so has the vision. As designed, East Wake School of Health Science is a place where staff, community, and students work collaboratively to help every student reach his or her personal best. The school honors student individuality by providing a safe and supportive environment that inspires emotional and intellectual growth. The small school design provides a personalized educational experience where a culture of high expectations and positive relationships empower students with the life skills needed to be successful in future challenges.

School improvement efforts include evaluation of the mission of the school. School improvement leadership expressed the need for all stakeholders to provide input in assessing the mission of the school.

Throughout the Quality Assurance Review (QAR,) stakeholders expressed their support for the small school concept. Faculty, staff, students, and parents consistently used the word “family” in describing the mission of the school. This quality was consistently expressed from all stakeholders.

Since the school is relatively new, review and comparison of data from the beginning is very feasible. Consolidating data in a single tool would facilitate the availability of this information and the display of trends.

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

- Stakeholders embraced the concept of a small school and identified an appropriate vision. This vision serves to guide the school improvement initiatives.
- Stakeholders recognize the “family” support of each other in fulfilling the mission of the school.
- Staff, students, and parents work together for a common purpose.

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

- Increase stakeholder participation in school improvement planning and initiatives.
- Develop a tool for the maintenance of a comprehensive school profile reflective of the characteristics and performance of East Wake School of Health Science.

Finding: East Wake School of Health Science has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 2. Governance and Leadership

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

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

The leadership has been effective in using the vision of the school to implement the small school concept. The principal has molded a segment of a school of more than 1600 students into a small school which guides the academic, social, and behavioral success of students.

The Wake County Public School System supports the school in a leadership role. Both entities ensure compliance with all federal, state, and local laws and regulations.

Leadership is extended to the faculty. Faculty members readily assume leadership roles in the school improvement process. Teachers lead the professional learning teams (PLTs) and the subcommittees of the School Improvement Team (SIT). These functions provide stakeholders with opportunities to make decisions which will direct the path of school improvement. The use of data walls to analyze student performance resulted from these activities. In data analysis and the development of improvement strategies, teachers are willing to take risks to maximize student achievement. This willingness to take a risk is the result of the learning community fostered by the school's leadership. Teachers have ownership of the performance of their students.

In the design of the small school, leadership recognized that students needed to maintain some opportunities of the comprehensive high school. Such activities include participation in athletics, school clubs, and Advanced Placement (AP) classes. As a result, leadership ensures that students have access to crossover opportunities in which students from the four small high schools participate

Each group of stakeholders expressed support of the school in meeting the needs of the students. Based on interviews, the QAR team determined the small school concept is meeting the expectations from stakeholders.

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

- Leadership has been effective in redesigning the school culture from that of a comprehensive high school to a small school.
- The continuity of leadership has ensured that the mission of the school was pursued from its inception.
- A learning community has been fostered which supports both staff and students.
- Teachers have ownership of the school's effectiveness and students' success.

- Data walls are used for analysis and review of school performance and school effectiveness.
- Professional learning teams (PLTs) are truthful in their analysis of student data and ways to improve instruction.

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

- Review discipline policies regularly to ensure consistency of enforcement among students.
- Seek ways for increased parental communications.

Finding: East Wake School of Health Science has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

Standard 3. Teaching and Learning

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

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

The staff is a dedicated group interested in honing their craft and encouraging each child to excel. The school has clear instructional expectations based on the *North Carolina Standard Course of Study*. Following a master calendar and daily class schedule, the administration ensures protection of instructional time.

The small school format is conducive to student learning. Students stated that teachers are always encouraging them to do their best. Teachers, support staff, and parents all commented on the “family” atmosphere that prevented students from falling through the cracks.

The school has demonstrated a substantial increase in student performance especially in English I. This gain can be attributed to the horizontal alignment and the efforts of a full-time literacy coach. Teachers enforce vertical alignment with their use of curriculum maps and lesson plans. Additional resources include their use of common formative and summative assessments and on-line study programs such as Study Island and Blue Diamond.

All certified staff members are involved in a PLT. Embedded in the school culture, PLTs are used to review data, mentor co-workers, and plan at a common time. Data walls are used to monitor struggling students.

Through classroom observations, student surveys, and parental interviews, the QAR team noted limited opportunities for students to explore applications of higher-order thinking skills. The ready and regular access to interactive and instructional technology was not observed by classroom visits. Incorporating technology in the instructional strategies would increase student engagement and rigor.

Both regular and advanced level classes are offered to students. Due to the small size of the school, both levels are taught in combination classes. Parents expressed concern that such an arrangement resulted in a sacrifice for the rigor of the advanced level of classes.

Although students have access to AP classes that are taught on the global campus, many students could greatly benefit from programs offered at the community college. Taking classes taught at Wake Technical Community College could greatly increase the instructional opportunities available to the students. Some students and parents recognized that the possibility “may” exist; however, the lack of transportation and uncertainty of advantages seemed to prevail in interviews.

Strengthening a partnership between the high school and the community college could greatly enhance instructional opportunities for students. The QAR team recognizes the distinctiveness of the two entities; however, the benefits to students would more than compensate the efforts to investigate the concept.

The media center is an inviting area with areas available for several classes to use simultaneously. The media center is used globally by the four small high schools on campus.

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

- The faculty is committed to their craft and the success of all students.
- The small school structure provides a supportive learning environment for all students.
- Both formative and summative assessments are used to monitor student performance.

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

- Ensure rigor by providing challenges for students to maximize their potential.
- Explore possibilities to facilitate student enrollment in community college classes while in high school.
- Increase student use of technology in the instructional process, these could include flip cameras, student created videos, wiki spaces, blogs and podcasts.

Finding: East Wake School of Health Science has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 4. Documenting and Using Results

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

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

The school has a system of performance measures that yields information in an exceptionally timely manner. The use of a data wall to provide visual feedback on student achievement is highly effective. Student works are displayed throughout the school, including the use of the “Pulse of Excellence” wall.

The school uses common formative and summative assessments to assure a comprehensive assessment system. The school incorporates measures from the system level, such as Blue Diamond.

While the school has a system to gather data, a single profile displaying SAT scores, graduation rates, AP scores, along with free and reduced lunch and other socioeconomic indicators, would be helpful in

showcasing the strengths and weaknesses of the small school format. Trends could easily be displayed.

The small school format within the larger global school gives the school an excellent opportunity to compare data with similar schools. Such a process has been effectively incorporated in data analysis.

The school recognizes the importance of communicating results with parents and other stakeholders. In interviews with the QAR team, parents indicated that many households do not have access to the internet at home. Parents without internet access are not receiving emailed progress reports. Due to the transient population, phone numbers frequently change. As a result, phone messages are not received.

In conjunction with the school system, the school is aware of student confidentiality and maintains a secure, accurate and complete student record system in accordance with local, state, and federal regulations.

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

- Data walls are used to highlight students who are having difficulties. Biweekly updates ensure effectiveness.
- Effective assessment tools, such as Blue Diamond, are utilized for formative and summative assessments.

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

- Develop and implement a tool for the compilation of trend data in a single profile.
- Evaluate the availability of technology as a tool for communicating performance results with parents.

Finding: East Wake School of Health Science has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 5. Resource and Support Systems

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

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

The school has the resources and services in place to support achievement for all students. School effectiveness results from support systems which enhance student achievement.

As one of four high schools sharing the former East Wake High School campus, East Wake School of Health Science benefits from the crossover services available to the four high schools. A literacy coach, school resource officers, school nurse, and a career development coordinator provide services. Students also benefit from crossover participation in athletics, the media center, and extracurricular activities.

Staff and faculty members who serve the school are well-equipped to enhance the mission of the school. Teachers adapt strategies for teaching combination classes which are necessary to differentiate curriculum

so that advanced courses can be taught in a class with regular students. Faculty credentials have been matched with assignments.

Appropriate instruction is also provided to students with special needs. All students benefit from the services of an intervention coordinator.

Teachers collaborate on a regular basis and take responsibility for student learning. In order to meet the needs of the students, all faculty members share the responsibility for analyzing data and planning for student achievement. Data walls and PLTs are two of the methods used to assess and plan for student success. Teachers are committed to continuous improvement and a strong support system exists within the school.

The school facility is safe and orderly. Everyone takes a leadership role and accepts responsibility for daily operations. A detailed crisis management plan is in place as directed by Wake County Public Schools. A continuous effort is made to improve the safety of the school as evidenced by special emergency response bags, which are placed in each classroom and contain necessary materials for crisis situations.

Evidence of resources and support systems was obtained through interviews with stakeholder groups, including students, parents, support staff, and members of the faculty. Each group cited the strong “family” environment that has emerged from the small school concept. This school culture is the main reason that the school has been able to achieve the vision and mission of the school.

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

- Order is maintained. Having four high schools on one campus provides the potential for chaos; however, roles and boundaries are defined so that the school is effective in fulfilling its purpose.
- The facility provides space necessary to serve the needs of the school.
- Well-trained teachers are dedicated to their profession. Faculty members pursue professional growth activities designed to result in improved instruction.
- Teachers have input in the allocation of resources for the school.

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

- Evaluate the possibilities of using the community college as an instructional resource.

Finding: East Wake School of Health Science has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

Standard 6. Stakeholder Communications and Relationships

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

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

Stakeholders are extremely supportive of the school and its mission. Communication within the school is very effective. Channels are in place for communicating school improvement goals and processes. Teachers have opportunities to provide feedback regarding school reform efforts.

Structures are also in place to communicate with parents. Parents receive weekly updates which are generated through an automated caller system. Through the internet, parents can access the Student Parent Access Network (SPAN). This web-based application provides parents with student information, including performance and attendance in each class.

During interviews the QAR team, parents and staff were very honest in noting obstacles that hinder communication with parents. Since all parents do not have internet access, communication through emails and other electronic means is limited. Increased transiency of parents has created an array of phone numbers which are often long distance.

Parents expressed their desire to increase communication concerning course selection and college planning. Suggestions were made to host information sessions at community sites at times to accommodate working parents.

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

- The Student Parent Access Network (SPAN) allows parents to monitor the performance and attendance of their student at any time.
- The principal transmits a weekly message through an automated caller system.
- Staff and parents are very supportive of each other and have a strong desire to communicate.

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

- Ensure alternative means of communication are in place to accommodate parents who do not have access to the internet and email communication in their homes.
- Encourage the use of the Student Parent Access Network (SPAN) by more parents who do have access to the internet.
- Host parent information sessions in the community to have greater attendance from parents. Schedule opportunities such as open houses at times to accommodate working parents.
- Identify community partnerships which can enhance the mission of the school.

Finding: East Wake School of Health Science has earned the overall assessment level of "Emerging" and has not met this standard for accreditation.

Standard 7. Commitment to Continuous Improvement

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

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

Stakeholders strive for success. Ongoing school improvement efforts were apparent to the QAR team.

Each member of the School Improvement Team chairs a subcommittee which has a direct responsibility related to school improvement. Learning, parent and community involvement, attendance, data, and teacher training are coordinated through the School Improvement Team.

Professional Learning Teams (PLTs) are vital to the continuous improvement process. In addition to reviewing data related to student performance, the PLTs engage in professional development based on research-based studies. The QAR team observed PLT meetings. Teachers had videotaped co-workers teaching. These video segments were reviewed and analyzed for qualities of effective teaching.

Data walls provide a visual representation of students' needs and their progress. Faculty and staff are aware of the needs of students and the impact of their overall effectiveness.

All staff members are involved in the school improvement process. Professional growth of the faculty is a key component in the continuous improvement process.

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

- Staff is focused on the academic, social, and behavioral performance of students.
- Professional learning teams are effective in providing support for teachers to reflect on successes or failures, to develop strategies, and to implement initiatives for continuous improvement.
- The use of data walls has been effective in addressing student needs related to the whole child.

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

- Involve more parents, students, and business partners in the continuous improvement process.
- Develop a tool with which to maintain data over time for ready access to trends. In addition to test scores, such a profile should include demographics, student participation in activities, and other information that the school improvement team deems relevant.

Finding: East Wake School of Health Science has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Conclusion

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

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

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

Appendix

Quality Assurance Review Team Members

- Ms. Rita Hodges, Chair
- Mrs. Wendy Longworth, Team Member (John T. Hoggard High School)
- Mrs. Eileen Farley, Team Member (Western Harnett High School)

AdvancED Standards for Quality Schools

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

Vision and Purpose

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

Governance and Leadership

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

Teaching and Learning

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

Documenting and Using Results

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

Resource and Support Systems

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

Stakeholder Communications and Relationships

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

Commitment to Continuous Improvement

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