

Report of Findings

Charles R. Drew High School



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Site link: <https://sites.google.com/clayton.k12.ga.us/cdhs/home>

Summary of Findings

Charles R. Drew High School offers a comprehensive Law and Public Safety program with three distinct pathways: Firefighting, Forensic Science, and Public Safety Communications. The program is supported by a highly qualified instructional team, strong counseling and administrative collaboration, and active advisory committee involvement. The program demonstrates a strong commitment to experiential learning, student engagement, and career preparation.

Instruction and Teaching Quality

The program is staffed by four highly qualified instructors, each bringing extensive real-world industry experience combined with strong pedagogical training. Instruction is intentional, structured, and aligned with current educational best practices.

Teachers demonstrated:

- Clear understanding of instructional strategies and methodologies
- Strong ability to articulate course expectations and learning objectives
- Effective integration of literacy strategies supported by school staff
- Collaborative planning and delivery across pathways

Each instructor contributes unique expertise, creating a well-rounded and enriched learning environment. Strong teacher-student relationships were evident, with students reporting high levels of trust, mentorship, and support.

Student Experience and Outcomes

Students consistently described the program as:

- Engaging, hands-on, and career-focused
- Rich in real-world applications such as mock trials, forensic activities, and simulations
- Supported by strong teacher engagement and mentorship

Students benefit from:

- Field trips and career exposure opportunities
- SkillsUSA participation and leadership development
- Internship opportunities (notably with 911 Communications)
- Career exploration experiences that help guide postsecondary decisions

While many students develop interest over time, a notable portion are initially placed in the program without a clear interest, which impacts engagement levels in some classes.

Facilities and Equipment

Facilities at Charles R. Drew High School are a major strength:

- The mock courtroom is exceptional and highly functional
- Instructional spaces are well-maintained and conducive to learning
- Overall facilities are in excellent condition

Area of Concern:

- The Public Safety Communications/Dispatch lab requires significant updates
 - Equipment is outdated and inoperable
 - Space is underutilized despite strong potential

Opportunity:

This space could be transformed into a:

- Modern dispatch training center
- Emergency operations simulation lab
- Potential secondary emergency operations site in partnership with the county

This represents a high-impact opportunity for program expansion through grants or partnerships.

Program Structure and Enrollment

The program successfully maintains enrollment across four instructors; however:

Concerns:

- Several classes exceed recommended student-teacher ratios
 - LAPSEN standard: 28:1
 - State recommendation: 32:1
- Introductory courses are frequently oversized

Additionally:

- Students are sometimes placed into the program without demonstrated interest
- This impacts classroom engagement and instructional effectiveness

Suggested Improvements:

- Implement more intentional student placement processes
 - Provide early schedule flexibility for students to opt out if not interested
-

Counseling and Recruitment

The counseling department is a major strength of the program.

Highlights include:

- Strong collaboration between counselors, administration, and feeder schools
- Comprehensive recruitment strategies (middle school visits, open house, orientation, advisement sessions)
- Use of Naviance for career interest alignment
- Structured counseling model supporting all grade levels

The school demonstrates excellent communication and alignment, ensuring students and parents are informed about program opportunities.

Work-Based Learning and Career Development

The program offers strong career development opportunities:

- Internships (notably 911 Communications Center)
- Fire Department and Emergency Operations partnerships
- Career fairs and “Industry Chat” events
- Dual enrollment opportunities with multiple colleges

Strengths:

- Work-Based Learning program is highly utilized and at capacity
- Students can earn academic credit and gain real-world experience

Areas for Growth:

- Expand diversity of work-based learning placements
 - Increase job shadowing opportunities
 - Strengthen pathways in law enforcement and legal professions
-

Advisory Committee

The program benefits from a highly engaged and effective advisory committee.

Contributions include:

- Curriculum review and industry alignment
- Mentorship and internship opportunities
- Guest speaking and classroom support
- SkillsUSA involvement

Strengths:

- Strong partnerships with Fire Department and Emergency Operations
- Opportunities for post-graduation employment
- Members bring extensive industry expertise

Needs Identified:

- Additional 911 dispatch simulators
 - Expansion of internship opportunities in communications and law enforcement
-

Student Leadership and CTSO

- SkillsUSA chapter has achieved Gold Level Chapter of Excellence
- Student participation in competitions is strong and growing
- Leadership opportunities are actively promoted

Opportunity:

- Establish a National Technical Honor Society (NTHS) chapter to further recognize student achievement
-

Assessment and Certification

- End-of-pathway performance and completion rates are strong
- The current pathway exam is state-approved but not industry-certified

Recommendation:

- Transition toward an industry-recognized credential to strengthen program rigor and student outcomes
-

Site Visit

Site Evaluators:

- LAPSEN – Dr. Thomas Washburn
- GDOE - Sandra Martin

Administration and Staff Participants:

- Jesse Griffin, CTAE Assistant Principal
- Carrie Dean, CTAE Coordinator
- Sheila Garner, CTAE Coordinator
- Keiron Ragin
- Cherre Moore
- James Flowers
- Dr. Sacilia Jackson, Youth Apprenticeship Program Specialist

Student Leaders

- Applonia Fox - 11th
- Kennedy Wright - 11th
- Jesus Prieto - 10th
- Emil Ulanzor - 10th

Program Operational Standards

I. Organization and Administration Indicators

I. Organization and Administration Indicators	Meets Criteria Y/N	Points
The program supports upper-level mission statements	Y	1/1
Goals appropriate for a program of excellence	Y	1/1
Copy of Annual Plan/Program of Work available if applicable	Y	1/1
Copy of Local Extended Day Annual Plan available if applicable	Y	1/1
The current student/instructor ratio appropriate for teaching occupational skills	N	1/2
The program is well promoted within the school, school system, and to prospective students.	Y	5/ 5
Quality program marketing materials and website	Y	4/5
Ongoing collaboration between school counseling departments that influence student enrollment in the program in place	Y/N	1/2
Proper policies in place for training equipment and materials	Y	1/1
Proper budgeting process	Y	2/2
Plans in place for maintaining and replacing consumables, course content, software, equipment, and/or instructional support materials.,	Y	1/1
19 of 22 possible points are required to pass this section	Total	
Notes:		
	FAIL	PASS

II. Instructional Staff

II. Instructional Staff Indicators	Meets Criteria Y/N	Points
Does the instructor meet all state certifying requirements	Y	1/1
The high school LPS teacher is an active member of ACTE, LAPSEN, and SkillsUSA	Y	2/2
The instructor has appropriate current industry certifications and instructor certifications for program needs	Y	2/2
The instructor has adequate professional development for program needs	Y	2/2
The instructor has a personal/professional plan to grow as an educator and maintain an industry knowledge base	Y	1/1
Instructor attends relevant conferences and training	Y	1/1
The system adequately supports instructor's participation in conferences and training	Y	1/1
8 of 10 possible points are required to pass this section	Total	10/10
Notes:		
	FAIL	PASS

III. Facilities, Equipment & Safety

III. Facilities, Equipment & Safety Indicators	Meets Criteria Y/N	Points
The LPS lab and/or classroom are equipped with updated and functional equipment per GA DOE requirements as reflected on the inventory	Y	2/2
An equipment replacement plan is available.	Y	1/1
There are sufficient consumable materials and supplies	Y	1/1
Accounting of industry certification funds demonstrates proper use	Y	1/1
Adequate storage available	Y	1/1
Program space meets or exceeds state requirements, or an actionable plan is in place to meet such requirements. In spaces with multiple teachers, space demands are being addressed adequately.	Y	5/5
Facilities are clean, organized, and well maintained	Y	2/2
Each instructor has adequate personal space to plan and work	Y	2/2
Classroom instructional technology is updated, functional and available	Y	1/1
Students have adequate technology to meet program goals and prepare students for LPS careers	Y	1/1
Program spaces are safe and have proper safety equipment	Y	/PASS
Forensics labs follow proper science lab safety policies	Y	1/1
The accident report policy is available	Y	1/1
Students and staff are aware of emergency procedures	Y	1/1
Chemicals/combustibles are located and stored properly	Y	/PASS
The classroom and laboratory meet all state and federal safety requirements	Y	1/1
Policy for student check-out of equipment	Y	1/1
Tools and equipment mirror what is used in industry appropriate to skills being taught	Y	2/2
20 of 24 possible points are required to pass this section	Total	
Notes:		
Note – 2 items automatically pass/fail	FAIL	PASS

IV. Curriculum and Instruction

IV. Curriculum and Instruction Indicators		Meets Criteria Y/N	Points
Syllabus is appropriate		Y	/PASS
Program is using GaDOE curriculum, prerequisites, and sequences		Y	/PASS
Students can complete pathway in 3 years		Y	/PASS
Program implements a clear and intentional literacy plan		Y	/PASS
Instructor Showcase			
Course Name:			
Unit Plan	Teacher Name:		
Adequately matches standards	Y		1/1
Developmentally appropriate	Y		1/1
Evidence of differentiation	Y		1/1
Evidence of addressing different learning styles	Y		2/2
Multiple modalities	Y		2/2
Bias-free instruction and materials	Y		1/1
Academic integration	Y		1/1
Higher order assessment elements	Y		1/1
Multimedia and or technology-based elements	Y		1/1
Use of clear and easy-to-understand rubrics	Y		1/1
Clear instructions	Y		1/1
Content is updated to industry standards	Y		1/1
Appropriate materials	Y		1/1
Assessments meet educational standards	Y		1/1
Evidence assessment is used to drive instruction	Y		2/2
Unit plan is organized, well thought out, and clear	Y		2/2
17 of 20 possible points required to pass this section		Total	20/20
Notes:			
		FAIL	PASS

V. Student Preparation - Employability Skills and Career Development Activities, CTSO

V. Student Preparation Indicators	Meets Criteria Y/N	Points
Cohesive career awareness and employability plan is in place across all courses	Y	1/1
Each student has individual career counseling offered	Y	1/1
There is a plan in place to ensure students graduate	Y	1/1
There is a plan in place to track graduates	Y	1/1
The appropriate number of students are passing End of Pathway Assessment and/or certification tests or an actionable plan is in place to improve performance	Y	2/2
Students are offered industry certification opportunities	Y	1/2
The program has an appropriate number of students complete the pathway	Y	1/1
A good number of enrolled students are members of SkillsUSA – may be waived with an explanation	Y	1/1
Students participate in SkillsUSA State Leadership and Skills Conference	Y	1/1
Student leadership participates in at least one out-of-school leadership event or activity that is not a state conference	Y	1/1
SkillsUSA chapter achieved at least a bronze level for the Chapter of Excellence Program	Y	2/2
Students are made aware of career opportunities offered in the community	Y	1/1
Students are participating in work-based learning, shadowing, and/or internships	Y	1/1
Students have individual career plans and portfolios	Y	1/1
Guest speakers from industry and/or field trips are a part of classes	Y	1/1
Student recognition is in place such as a student of the month or similar	Y	1/1
Students can join NTHS with LAPSEN Endorsement if they qualify	N	0/1
16 of 20 possible points are required to pass this section	Total	18/20
Notes:		
	FAIL	PASS

VI. Advisory Committee, Industry and Community

VI. Advisory Committee, Industry and Community Indicators	Meets Criteria Y/N	Points
The program has an active advisory committee	Y	1/1
The program advisory committee is well represented by community, industry, and reflective of the diversity of the school community	Y	1/1
The advisory committee is engaged with program students whether through SkillsUSA or similar activities	Y	1/1
A public relations plan in place and being implemented	Y	1/1
Industry is involved in the program beyond the advisory committee	Y	1/1
5 of 5 possible points are required to pass this section	Total	5/5
Notes:		
	FAIL	PASS

Summary of Results

X **Program meets certification** ___ ~~Program does not meet certification~~

Commendations:

- Exceptional instructional team with strong industry and pedagogical expertise
- Highly engaging, hands-on learning environment
- Outstanding facilities, especially courtroom space
- Strong administrative, counseling, and feeder school collaboration
- Active and effective advisory committee
- High student participation in SkillsUSA and career activities
- Strong pathway completion
- Meaningful real-world partnerships and internship opportunities

Recommendations:

- Address oversized classes and align with recommended ratios
- Implement more intentional student placement and scheduling flexibility
- Upgrade and fully utilize the communications/dispatch lab
- Expand and diversify work-based learning opportunities
- Increase access to job shadowing experiences
- Adopt industry-recognized certifications
- Continue strengthening and expanding industry partnerships
- Explore creation of a National Technical Honor Society chapter

Appendix 1

Administrator Interview Questions

[Click Here](#)

Advisory interview Questions

[Click Here](#)

Counselor Interview Questions

[Click Here](#)

Student Interview Questions

[Click Here](#)

Photos

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