



ACIP

Athens High School

Athens City Board of Education

Dr. Travis Schrimsher, Principal
P.O. Box 109
Athens, AL 35612-0109

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	6
Additional Information	8

Improvement Plan Stakeholder Involvement

Introduction.....	10
Improvement Planning Process.....	11

Student Performance Diagnostic

Introduction.....	14
Student Performance Data.....	15
Evaluative Criteria and Rubrics.....	16
Areas of Notable Achievement.....	17
Areas in Need of Improvement.....	20
Report Summary.....	22

ACIP Assurances

Introduction 24

ACIP Assurances 25

ACIP Goals and Plans 2016-2017

Overview 28

Goals Summary 29

- Goal 1: Ensure Literacy Success for All Students 30
- Goal 2: Monitor and Support the Improvement of Instructional Practices 31
- Goal 3: Provide Instructional Coaching to Support Teaching Practice 31
- Goal 4: Secondary Math 32

Activity Summary by Funding Source 33

Stakeholder Feedback Diagnostic

Introduction 35

Stakeholder Feedback Data 36

Evaluative Criteria and Rubrics 37

Areas of Notable Achievement 38

Areas in Need of Improvement 40

Report Summary 41

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 city of Athens is located in Limestone County in North Alabama surrounded by the nearby cities of Madison, Huntsville, Decatur, and Florence. The city of Athens is comprised of an approximate population of 24,522 people. The demographic makeup of Athens is 72% White, 17% Black, 8% Hispanic and 3% other races (Asian, American Indian, Pacific Islander, or two or more races). According to the 2013 Census, the median income for a household in the city of Athens is recorded as \$47,354.00.

On November 19, 1818, Athens, Alabama, was incorporated. Browns-Ferry, the nation's largest nuclear plant, is located outside the city of Athens. Athens and Limestone County have successfully attracted a variety of businesses to a once agricultural area. Athens has one hospital and three libraries: Houston Memorial Library, Athens/Limestone Public Library, and Athens State University Library. Athens State University is also located in Athens, Alabama. It is the only two-year upper level university in the state of Alabama. There is an alternative setting Renaissance School that serves students in K-12 and virtually. There are four elementary schools that serve grades K-4, an intermediate school that serves grades 5-6, a middle school that serves 7-8 and a high school that serves 9-12. Athens High School was built in 1973. There are approximately 1,008 students enrolled in Athens High School and there has been an increase in the student population within the last three years. The demographic makeup of the school is 54% White, 24% Black, 15% Hispanic, and 1% American Indian, Asian, and other races. Athens High has a free and reduced lunch rate of approximately 45%. This has remained steady each year. The poverty is a result of the rising number of transient and homeless families relocating to Athens and the increased availability of Section 8 Housing within the city limits. AHS has 73 certified teachers (including counselors and Library Media Specialist). There is one principal and three assistant principals on campus. There are also 23 support staff members, which include office personnel, instructional support aides, lunchroom personnel, school nurse, and custodians. The demographic composition of the faculty is as follows: 85% White, 14% Black, and 1% Asian. Sixty-nine percent of the faculty is female and 31% is male. Athens High School has been fully accredited by the Southern Association of Colleges and Schools for its existence. For the past several years, students have scored above the state and national averages on standardized tests, such as ACT and Advanced Placement.

A distinguishing feature unique to Athens is the small town atmosphere in contrast to the close proximity to large cities. Athens High School is the only high school that serves the community of Athens. Because of this small town atmosphere, students have ample opportunity to work with community organizations and engage in worthwhile community service.

Although lower than the state average, unemployment is a challenge associated with the community. The Section 8 Housing availability, even though it has increased, is also a challenge, as is the increased numbers of homeless and transient students.

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.

Athens High School's mission is that we, a progressive, high quality school system, fully connect students and their families to a caring, traditional community to collectively equip students with the tools to succeed in their post-secondary plans and future endeavors in life. Our school focuses on a tradition-rich and future-focused approach in preparing our students for a global society. Because we believe all students are unique, valued individuals and can learn, we respect and empower them to reach their greatest learning potential in a safe, secure, and supportive environment by supporting students through connections inside and outside the classroom and with school-wide technology initiatives, thus providing equity for student outcomes. Here, leadership at every level matters, and our passionate teachers greatly impact learning with rigorous, relevant, and engaging learning experiences, including extracurricular and fine arts experiences. The faculty and staff emphasize the importance for every student to develop a sense of personal and community responsibility and for the system to promote community service opportunities. Our belief that honesty and open communication are vital for healthy relationships helps connect all--school, home, student, and community in a shared learning responsibility, thus extending and maintaining accountability with all stakeholders.

Athens High School embodies the purpose of the school through its academic curriculum which is aligned with the Alabama Course of Study and College Readiness Standards in English/Language Arts, math, and literacy. Computer assisted instruction such as Odyssey and A+ Learning are utilized for remediation and intervention with at-risk and struggling students. Teachers and administrators use Performance Series and Achievement Series to determine baseline data relating to student performance and student mastery. Lessons plans accommodate various learning styles and research-based strategies endorsed by the Alabama Reading Initiative, which include hands-on activities and technology. Each student in grades 9-12 has access to his or her own individual MacBook Air to utilize within the classroom.

Each year current data is accumulated and analyzed to determine if the school's purpose needs revising. Reliable data is necessary for its analysis to aid in improving student performance, and this data is obtained from state records, national test scores, student performance records, school attendance records, and community demographics. Graduation rates, enrollment rates, attendance rates, and dropout rates are all scrutinized closely as are the racial and ethnic background of students, the number of students who receive free and reduced lunches, and the percentage of students who receive special services such as special education, ESL, or Advanced Placement. National test scores such as the ACT Workkeys, ACT with Writing, ACT Aspire 10th grade, Plan, and Explore, state test scores such as Alabama High School Graduation Exam, the number of students on the school honor roll, the number and percentage of students on the Non-Mastery List, along with the demographics of the local community are being investigated. Disaggregated data for our school and comparison data from other schools in the state, student, teacher, and community surveys, and faculty data (number of nationally board certified faculty members, types of degrees held, years of service, participation in workshops) are also examined in order to ensure that the most up-to-date and widely diverse information is included in this process. Ongoing analysis of this data at Athens High School allows us to determine our specific areas of strength and weaknesses. The administration guides the analysis and the faculty analyzes the data throughout the year. This occurs in faculty meetings, within various committees, and through individual faculty assignment. In addition, all faculty members meet monthly in data meetings to discuss individual student performance and develop various methods of instruction to enhance and encourage student success.

Program offerings for students at AHS relate to a student's four year plan. Students have opportunities to participate in several Career and Technical Education Clusters: Health Science, Business Administration, Marketing, Family and Community Studies, Education and Training, Computer Science, Project Lead the Way Engineering, Information Technology, and JROTC. These programs are offered to students with
SY 2016-2017

continuing courses that provide credentials to students. Credentials offered to students include WorkKeys, ServSafe, Certified Patient Care Assistant, Basic Skills Test for Teachers, Microsoft Office Specialist in Word, Excel, Powerpoint, TestOut, National Retail Federation in Customer Sales and Service, and Microsoft Technology Associate in Software Development, Microsoft Technology Associate in Mobile Development. Athens High School's Cooperative Education Program is a well-established job placement program in which AHS students participate. Advanced Placement course offerings are available to students in grades 11-12 in the areas of English/Language Arts, Spanish Language, Biology, Chemistry, U.S.History, Calculus, and Psychology. There are 17 Dual Enrollment courses offered to students in grades 10 -12. Dual Enrollment opportunities include both academic and Career and Technical Education programs. Course offerings are available to students who need intervention as well. Students are identified by teacher recommendation, credit deficiencies, cohort delinquency, and student request. ACCESS courses, A+ Learning courses, and Odysseyware software provide opportunities for students to strengthen foundational skills and take additional courses for remediation or credit maintenance. Electives are offered to students in the areas of fine arts, foreign languages, English/Language Arts, social sciences, and Career and Technical Education programs.

Athens High School Student Advocacy Program ensures that each student is well-known by at least one adult advocate in the school. The advocate supports the student's educational experience. Each student is assigned a homeroom teacher at the beginning of his/her ninth grade year. Teachers and students stay connected throughout the four years until graduation. The homeroom teacher meets with students routinely on topics and issues relating to high school, college entrance, standardized tests, and organization. Students also create and revise four-year plans throughout their tenure at Athens High School in an effort to prepare students for post secondary or career endeavors.

AVID (Advancement Via Individual Determination) is a college preparatory program available to ninth grade students at AHS. This program provides academic support to those students who have the potential and desire to attend college. Staff and administrators participate in ongoing professional development to incorporate AVID core beliefs into courses. The desire is to work toward becoming an AVID school where these beliefs and practices are incorporated school wide for all students,

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.

Athens High School has made many notable achievements in the past three years. Athens High School has achieved Adequate Yearly Progress for the last three years (total of 12 years in a row). Athens High School has been awarded the Silver Medal Award for the last three years from U.S. News and World Report Best High Schools. In 2014-2015, Athens High School received the Bronze Medal Award from U.S. News and World Report Best High Schools. Newsweek also awarded the honor of Best High School in 2013-2014. In 2014-2015, Athens High School received Beating the Odds- top performing high school with low income students from Newsweek. Athens High School's ACT composite score has consistently been above the state and national composite average. Students taking Advanced Placement courses have an 87% success rate for the 2013-2014 school year and 70% success rate for the 2014-2015 school year. The graduation rate for Athens High School has consistently been above the state and national average. The graduation rate for last year was 94% using the National Governor's Association formula. Ninety-nine to one hundred percent of our students met the Alabama High School Graduation Exam requirements by the end of their high school career.

Considering that attendance is a crucial element of success, it has been an area of focus for Athens High School. Parental notification and involvement have been targeted to increase student attendance; however, this is also an area that Athens High School will continue to focus on during the next three years.

In an effort to sustain and improve upon these notable achievements, Athens High School also initiated several new projects in the last three years. First, it has implemented the Power Up initiative providing each student with a MacBook and teachers with numerous professional development opportunities in technology to ensure the initiative's success. In addition, AHS is working on other efforts to improve student performance. It has formed registration teams for incoming ninth graders that assist students and their parents in developing a Four Year Plan to establish goals and monitor students' performance. Athens High School's Local Indicator allows for a focus goal of 80% of all ninth grades to have an electronic four-year plan via Kuder Navigator in Alabama Career Information website. A crucial step in these efforts is having teachers retain the same cohort homeroom for four years. This is designed to ensure each student has an adult advocate consistently during their tenure at AHS that can provide support and monitor his or her success. Data meetings held each three weeks support this effort by enabling teachers and administrators to evaluate data from numerous sources to evaluate collective and individual performance goals. AHS is also part of a system wide effort to develop Professional Learning Teams based on subject areas to promote best practices vertically among the various schools.

Other notable achievements were in the area of athletics and extracurricular activities. AHS Girls' Soccer team was Alabama 5A State Champions. Other athletic teams such as Boys' Basketball, Boys' Soccer, and Girls' Basketball advanced to regional and semi-final play. AHS Scholars' Bowl team qualified for regional play for three years, one of those advancing to state finals. AHS Student Council is consistently recognized as state and regional leaders. AHS Student Council is serving as the 2014-2015 Vice-President of Alabama Student Council Association and in 2013-2014 served as the Southern Association of Student Council Co-Secretary School, and its sponsor was chosen as the Regional Southern Association of Student Councils Advisor of the Year.

In looking forward to the next three years, alignment and implementation of College and Career Readiness Standards throughout the curriculum, standardized assessments, increasing student attendance, individualized instruction, and closing the achievement gap will be the focuses of our Continuous Improvement Plan. Standardized tests, PLAN, Workkeys, and ACT with Writing. ACT Aspire 10th grade will be
SY 2016-2017

administered to students. Areas for improvement within the standardized tests can be narrowed to achieving the benchmarks established for each subtest within each subgroup. Writing activities will be developed and incorporated into instructional activities requiring students to research and provide justification for their opinions and answers. A Ninth Grade Academy is currently being implemented by teachers and administrators.

Additional Information

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

State assessments have changed over the past few years. Previously, the Alabama High School Graduation Exam was the assessment used to determine student proficiency and school performance. Recently, the ACT Aspire, PLAN and ACT were identified as state assessments and implemented. Longitudinal data is difficult to analyze due to the fact that 2014-2015 junior students are the first class that has completed the series of EXPLORE, PLAN, and ACT. ACT Aspire 10th grade will be implemented in the Spring 2016 for the first time. It will replace the ACT Plan. Athens High School will continue to gather and analyze data from these three assessments to determine student performance increase or decrease.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The process to engage stakeholders in the development of the Athens High School Continuous Improvement Plan began in the early fall.

Faculty members serve on the AHS CIP committee for an average of three to five years. The CIP Committee was established to focus on input from the administration, academic departments, Career and Technical Education, and technology. Committee members were selected and informed of their roles and responsibilities through communication in email. Google drive was used and established to allow committee members to collaborate and provide input into specific responses to questions. Face to face meetings were scheduled to finalize the document. Once approval was granted from the AHS CIP Committee, a faculty meeting was held to share the document. Faculty members were given opportunities to submit suggestions and revisions to the document. It was made into a PDF and placed on the school website.

Social media sites such as Twitter and Remind were used to notify parents and community members of the finalized plan and the location. The school newsletter, which is distributed each nine weeks, focused on the location of the plan and how to access the plan. A hard copy was created and placed in the front office for viewing by visitors, parents, and community members.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The Continuous Improvement Plan Committee had representation of a faculty member from each of the following departments: English, science, math, history, fine arts, physical education, foreign language and Career and Technical Education. Responsibilities within this process included participating in online and physical face to face meetings, collaboration through the use of Google Drive, faculty presentation, and a production of the plan to the community and stakeholders. Google Drive allowed for all committee members to comment on each section. Revisions and suggestions were noted and adapted within the document.

Paige Hicks- Social Studies

Beth McClain- Science

Myra Stansell- Career and Technical Education

Gia Russell- Assistant Principal/Curriculum/ Testing

Andrew Risner- Mathematics

Haley Reyer- English

Gil Dobbs- ELL

Pat Umphrey- Special Education

Cliff Smith- Guidance Counselor

Benitha Jones- Assistant Principal/Intervention/Attendance

Travis Schrimsher- Principal

Kurt Yancey- Assistant Principal/Discipline

SY 2016-2017

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Morgan Alexander- SCA president

Tammie Brand- Parent

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final document was communicated to stakeholders through social media sites such as Twitter and Remind. The Athens High School website was used as a tool to inform parents about the technology plan. A PDF version of the document was added to the school website for viewing by stakeholders and the general public. School newsletters are sent home with students every nine weeks with information relating to the AHS Continuous Improvement Plan was included. A hard copy of the AHS Continuous Improvement Plan was placed in a notebook in the front office.

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		2015-2016 School Data

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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	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 have noticeably declined.	Level 3

Areas of Notable Achievement

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

Athens High School students in the graduating class of 2015-2016 who participated in ACT during their tenure at Athens High School compiled composite benchmarks in English, reading, and science above the state average composite score. The percentage of AHS students ready for college level work is determined by those students who met the established ACT benchmark for all four subtests: English, math, science, and reading. Athens High School students' composite scores for all four areas have been above the state average for the last several years.

The 2015-2016 graduating class of Athens High School had 263 students. Of these students, 204 participated in the ACT test. Athens High School had a composite score of 20.8, up from 20.7 in 2014-2015. The composite score was higher than the state composite of 19.1. Sixty-seven percent of AHS students taking the English subtest scored at or above the benchmark of 18. The state average for the English benchmark was 51%. Thirty-five percent of AHS students scored at or above the math benchmark of 22, which was higher than the state average of 23%. Forty-five percent of AHS students scored at or above the reading benchmark of 22, which was above the state average of 34%. Thirty-three percent of AHS students scored at or above the science benchmark of 23, which was above the state average of 24%. Twenty-five percent of AHS students met the benchmark for all four subtests. This was higher than the state average of 16%.

Athens High School juniors participated in the statewide ACT assessment in April of 2016. Athens High School tested 227 students. Class enrollment for the junior class was 277. The overall composite was a 20.2. Fifty-seven percent of students met the English benchmark. Thirty-two percent of students met the math benchmark. Forty-one percent of students met the reading benchmark. Thirty-one percent of students met the science benchmark. Twenty-one percent of students met the benchmark for all four ACT subtests.

Athens High School had a class enrollment of 343 students in the tenth grade. Those tenth grade students who participated in the ACT Aspire 10th grade during the 2015-2016 school year scored below the national average in the following areas: math, writing, reading, and science. However, it should be noted that only three other states utilize the ACT Aspire 10th grade. Sixty-four percent of the Athens High School tenth grade students scored at or above the English benchmark of 430. Forty-eight percent of Athens High School tenth grade students scored at or above the writing benchmark of 428. Forty-two percent of Athens High School tenth grade students scored at or above the reading benchmark of 424. Athens High School tenth graders scored 31% at or above the science benchmark of 428. Athens High School tenth graders scored 26% at or above the math benchmark of 426.

Ninth grade students in 2016-2017 participated in the ACT Aspire-8th grade assessment as eighth grade students at Athens Middle School. Seventy-three percent of these ninth graders achieved benchmark on the ACT Aspire -8th grade English test. Thirty-eight percent achieved benchmark on the ACT Aspire-8th grade math test. Fifty-three percent of ninth graders achieved proficiency on the ACT Aspire-8th grade reading test. Thirty-two percent achieved benchmark on the writing subtest of the ACT Aspire-8th grade. Forty-two percent achieved benchmark on the ACT Aspire 8th grade science subtest.

Athens High School administered 153 Advanced Placement tests in 2015-2016. In 2015-2016, seventy-five percent of students participating in AP courses achieved a qualifying score of 3 or higher on AP tests. In 2014-2015, 70% percent of students participating in AP courses achieved a qualifying score of 3 or higher on AP tests. While increasing participation, Athens High was able to maintain its high level of pass percentage on AP tests. In 2015, Athens High School was recently named to the 5th Annual AP Honor Roll. This is based on the collection of AP test data from 2012-2014. Due to increased participation in AP courses and maintenance of qualifying scores of 3 or higher, AHS and SY 2016-2017

the Athens City School District received this award. This award was given to 547 school districts in Canada and the United States.

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

Athens High School students in the graduating class of 2015-2016 who participated in the ACT scored at or above the state average in all areas: English, reading, math, and science. When data is broken down further, gender disaggregation indicates that AHS males and females score above the state average ACT composite. AHS males had an overall composite of 20.9 and females, 20.6. The state average composite for males was 18.9 and females 19.4.

Athens High School students who participated in the ACT as juniors scored at or above the state average in all areas: English, math, reading and science. When data is broken down further, gender disaggregation indicates that AHS males and females score above the state average ACT composite. AHS males had an overall composite of 19.6 and females, 20.8. The state average composite for males was 18.4 and females 19.0.

Athens High School tenth grade students in 2015-2016 participated in the ACT Aspire, which was a new assessment for these students. Students were assessed in English, math, reading, science, and writing. Three other states use this assessment and long-term data is not accessible. However, national scores are available. Sixty-four percent of AHS tenth grade students scored at or above the English proficiency score range. Thirty-one percent of AHS tenth graders scored at or above the proficiency score for science. AHS tenth grade females scored higher on all four subtests compared to AHS males. Tenth grade females with a score of proficiency for English was 73% compared to 54% for males. Tenth grade female proficiency for math was 27% compared to 25% for males. Tenth grade female proficiency for reading was 48% compared to 36% for males. Tenth grade female proficiency for science was 36% compared to 25% for males. The overall composite for females on the ACT Aspire assessment was 27% compared to 25% for males.

Graduation rate is an area that shows an increase in performance. In 2011-2012, 87% of seniors graduated from AHS. In 2012-2013, 93% of seniors graduated from AHS. This percentage increased to 94% of seniors graduating from Athens High School in 2013-2014. Consistently, Athens High School has been above the state graduation rate each year. Currently, the state of Alabama has a graduation rate of 97% for 2014-2015.

Which area(s) indicate the overall highest performance?

The subtest area of English on the ACT has the overall highest performance percentage. The ACT established benchmark for this subtest is an 18. Sixty-seven percent of 2015-2016 graduates achieved this benchmark. Fifty-seven percent of eleventh graders in 2015-2016 scored at or above the English benchmark on the ACT administered in April 2016. The subtest area of English on the ACT Aspire had the overall highest proficiency percentage. The ACT Aspire established proficiency score 431. Sixty-four percent of tenth graders in 2015-2016 scored at this proficiency. The national average was a proficiency score of 430.

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

Subgroups that consistently indicate a trend toward increasing performance on standardized tests are Asian, American Indian, and White subgroups. In the graduating class of 2014-2015, the Asian and American Indian subgroup have the least number of students tested in any standardized test; however, these students perform well. The Asian and American Indian students scored at or above benchmark in three of the four subtests (English, reading and science). The White subgroup has the most students participating in the ACT and PLAN and scored at or above the established benchmarks in English and reading.

Between which subgroups is the achievement gap closing?

Students in the subgroup of females students in the graduating class of 2015-2016 indicate an achievement gap closing on the ACT. The percentage of students in these subgroups achieving benchmark on the ACT is increasing. AHS female students scored a composite of 20.1. This score was above the state average of 18.9.

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

The data is consistent with reported findings from ACT, ACT Aspire, and Global Scholar Performance Series assessments. Data from ACT Aspire is limited as this assessment is new to Alabama. Results are also shared directly with school administrators which makes school to school comparison difficult.

Areas in Need of Improvement

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

The area that is below the expected level of performance on all assessments (ACT ASPIRE, ACT) is math. The graduating class of 2015-2016 had 35 % of students participating in the ACT to score at or above benchmark in math. The established ACT benchmark for math is 22.

Twenty six percent of students that participated in the Aspire-10th grade in 2015-2016 scored above the proficiency score range in math . Thirty one percent of freshman students that took the Aspire-8th grade in 2015-2016 as eighth graders performed above the established proficiency range in math. However, Athens High School students scored better than the state average for each subtest; the data indicates that the students' performance as a whole was below average when compared nationally.

Limited English Proficient students made Annual Measurable Achievement Objectives (AMAOs) in 2013 but did not make AMAOs in 2014. In 2015, Limited English Proficient students made AMAO-A with a proficiency of 69% which was higher than the proficiency goal of 53%. Limited English Proficient students did not meet AMAO-B in 2015. AMAO-B addresses the number of students who test out of the ELL program. Students scored a 14% proficiency which was below the proficiency goal of 19%.

This year's tentative baseline data shows that 29% of AHS ELL students demonstrated at least 0.5 growth on the composite score of ACCESS for ELLs. The state goal was 55%.

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

Athens High School student data in assessments administered to students indicate a negative trend in performance in the area of math.

Eleventh grade students who took the statewide ACT in April of 2016 had an average score of 19.3, which is below the established benchmark of 22. The graduating class of 2015-2016 had an average score of 19.5 in math. This is below the established benchmark of 22 in math on the ACT.

State assessments such as Aspire and ACT indicate that, reading and science are also beginning to show a negative trend. However, ACT data indicates that reading and science are making a positive trend in grades 11 and 12.

Which area(s) indicate the overall lowest performance?

In administered standardized assessments, the area of reading and math has the lowest overall performance as evidenced by performance data from student participation in ACT Aspire and ACT.

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

When data is disaggregated from the ACT and Aspire-10th grade, the subgroups with a trend toward decreasing performance are Black and Hispanic. The graduating class of 2015-2016 had a total of nineteen Hispanics who participated in the ACT. Of these students, composite scores in English were a 17.0, reading with 17.9, math with a 18.1, and science with 18.7. The graduating class of 2015-2016 had fifty-two Black students participate in the ACT. Of these students, benchmark scores were below the established benchmarks in all subtest areas. Their averages scores were as follows: English 16.3, math 16.2, reading 18.0, and science 17.3.

Eleventh grade Black and Hispanic students who participated in the statewide ACT assessment in April 2016 had the following data: twenty-seven Hispanic students and forty-five Black students participated. The math composite ACT score for Hispanic students taking the math subtest was 17.6. Of the Black students participating in the math subtest, the composite score on the math subtest was 16.4.

On the 2015-2016 Aspire-10th grade assessment, nine percent of Black students scored proficient on the math subtest. Ten percent of Hispanic students scored proficient on the math subtest.

Between which subgroups is the achievement gap becoming greater?

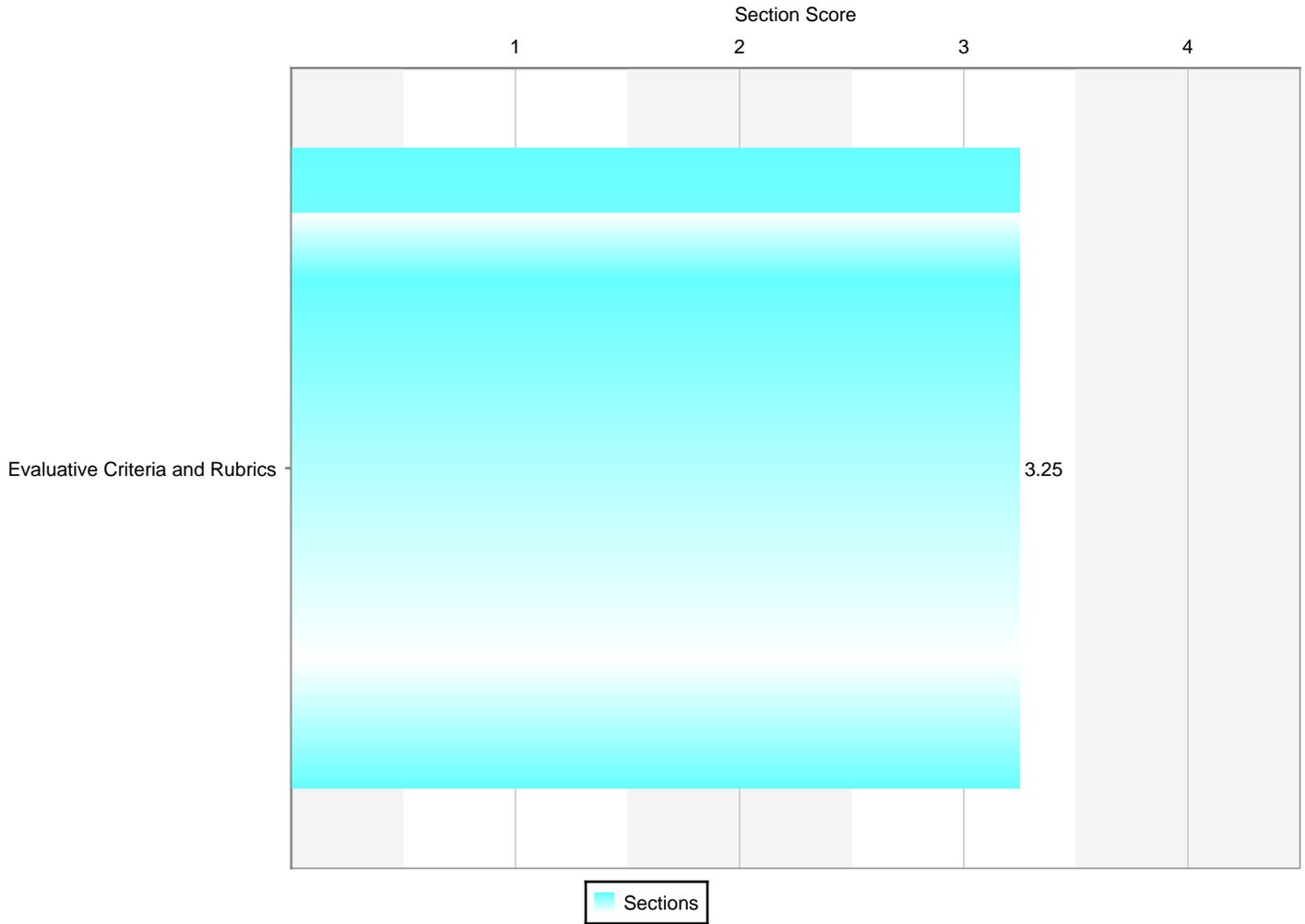
On state assessments, the subgroups in which the achievement gap is becoming greater is Black and Hispanic as compared to the White subgroup. Data from these assessments reflect the lack of performance in math to desired benchmark proficiency score and overall composite score. The composite score for the graduating class of 2015-2016 White subgroup on the ACT was 22.2. The Black subgroup had an overall composite score on the ACT of 16.9. The Hispanic subgroup had a 17.2 composite on the ACT. Through data analysis, this increase can be attributed to an increase in the White subgroup composite score while the Black and Hispanic subgroup decreased.

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

The data is consistent with the reported findings from ACT Aspire-10th grade and ACT results. Performance Series and Achievement Series data collection also reflect this.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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 required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Sign in sheets will be documentation that members were in place and present during established meetings	

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	It is the policy of Athens City Board of Education not to discriminate on the basis of sex, color, handicap, religion, creed,,national origin, race, or age in its educational programs, activities, or employment policies as required by Federal Regulations, .Inquiries or complaints regarding compliance with Federal Regulations may be directed to: Athens City Schools 455 Highway 31 North Athens, Alabama 35611 256-233-6600	

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	It is the policy of Athens City Board of Education not to discriminate on the basis of sex, color, handicap, religion, creed,national origin, race, or age in its educational programs, activities, or employment policies as required by Federal Regulations.Inquiries or complaints regarding compliance with Federal Regulations may be directed to: Athens City Schools 455 Highway 31 North Athens, Alabama 35611 256-233-6600	

ACIP

Athens High School

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	No	NA	

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	No	NA	

ACIP Goals and Plans 2016-2017

Overview

Plan Name

ACIP Goals and Plans 2016-2017

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Ensure Literacy Success for All Students	Objectives: 3 Strategies: 3 Activities: 3	Academic	\$0
2	Monitor and Support the Improvement of Instructional Practices	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
3	Provide Instructional Coaching to Support Teaching Practice	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Secondary Math	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Ensure Literacy Success for All Students

Measurable Objective 1:

35% of Tenth and Eleventh grade students will demonstrate a proficiency on the established benchmarks on the ACT Aspire 10th and ACT in Mathematics by 05/19/2017 as measured by student assessment scores.

Strategy 1:

Schoolwide Literacy Goals - Literacy strategies will be a focus with teacher growth through Educate Alabama. Teachers will implement literacy strategies through ARI and WICOR instructional strategies within classroom instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - ARI and/or WICOR	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive weekly instruction in increasing literacy strategies through ARI and WICOR practices.	Direct Instruction	10/03/2016	05/19/2017	\$0	No Funding Required	Teachers

Measurable Objective 2:

57% of English Learners students will demonstrate a proficiency of a .5 gain in Reading by 05/19/2017 as measured by Annual Measurable Achievement Objectives.

Strategy 1:

Classroom Enrichment-ELL-Tier II - Teachers will target Tier II response to instruction activities with English Language Learners within the classroom. This will include remediation, Odysseyware, and small group activities.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Tier II- ESL intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier II response to instruction activities targeting LEP students within the classroom.	Academic Support Program	09/05/2016	05/19/2017	\$0	No Funding Required	AHS faculty and ELL teacher

Measurable Objective 3:

19% of English Learners students will demonstrate a proficiency by scoring a minimum of 4.8 on the ACCESS and exiting the ESL program in Reading by 05/19/2017 as measured by ACCESS for ELLs test.

Strategy 1:

TIER III- ESL - Identified LEP students will receive Tier III response to instruction within the ESL classroom.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Tier III- RTI-EL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Identified EL students will receive additional supplemental instruction in the ESL or special education classroom.	Academic Support Program	10/03/2016	05/19/2017	\$0	No Funding Required	ESL and/or Special Education faculty
--	--------------------------	------------	------------	-----	---------------------	--------------------------------------

Goal 2: Monitor and Support the Improvement of Instructional Practices

Measurable Objective 1:

collaborate to improve instructional practices at Athens High School by 05/19/2016 as measured by classroom observations and coaching cycle feedback.

Strategy 1:

Teachers Teaching Each Other - Teachers will be provided opportunities to share and demonstrate effective instructional practices.

Category:

Activity - Faculty Focus, Data Meetings and Tech Tuesdays	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional learning opportunities multiple times a month to address instructional needs	Professional Learning	08/17/2016	05/19/2017	\$0	No Funding Required	AHS faculty and instructional leadership team

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in instructional rounds to facilitate discussion about instructional best practices as well as see them modeled in a classroom environment.	Professional Learning	08/17/2016	05/19/2017	\$0	No Funding Required	Instructional Leadership Team

Goal 3: Provide Instructional Coaching to Support Teaching Practice

Measurable Objective 1:

demonstrate a behavior to support teachers in developing their teaching practice by 05/19/2017 as measured by classroom observations, instructional rounds and instructional coaching feedback.

Strategy 1:

Coaching - Opportunities for teachers to support each other in their teaching practice (peer observation, coaching cycle, walk-throughs, instructional rounds)

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize classroom observations to monitor the implementation of instructional strategies	Professional Learning	09/05/2016	05/19/2017	\$0	No Funding Required	Administrators

Goal 4: Secondary Math

Measurable Objective 1:

demonstrate a proficiency by thirty-five percent of Athens High School students scoring proficient on ACT, Aspire and Global Scholar Performance Series assessments by 06/01/2017 as measured by ACT, Aspire- 10th grade and Global Scholar Performance Series assessments.

Strategy 1:

Math RTI - Students scoring below the established proficiency range on ACT Aspire and Global Scholar Performance Series assessments will be identified and best practice instructional practices implemented within classroom instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - AT-Risk Math Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided information relating to assessments and students scores.	Academic Support Program	08/15/2016	05/19/2017	\$0	Other	AHS faculty and administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AT-Risk Math Identification	Teachers will be provided information relating to assessments and students scores.	Academic Support Program	08/15/2016	05/19/2017	\$0	AHS faculty and administration
					Total	\$0

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Faculty Focus, Data Meetings and Tech Tuesdays	Teachers will be provided professional learning opportunities multiple times a month to address instructional needs	Professional Learning	08/17/2016	05/19/2017	\$0	AHS faculty and instructional leadership team
Tier III- RTI-EL	Identified EL students will receive additional supplemental instruction in the ESL or special education classroom.	Academic Support Program	10/03/2016	05/19/2017	\$0	ESL and/or Special Education faculty
Instructional Rounds	Teachers will engage in instructional rounds to facilitate discussion about instructional best practices as well as see them modeled in a classroom environment.	Professional Learning	08/17/2016	05/19/2017	\$0	Instructional Leadership Team
Tier II- ESL intervention	Tier II response to instruction activities targeting LEP students within the classroom.	Academic Support Program	09/05/2016	05/19/2017	\$0	AHS faculty and ELL teacher
ARI and/or WICOR	Students will receive weekly instruction in increasing literacy strategies through ARI and WICOR practices.	Direct Instruction	10/03/2016	05/19/2017	\$0	Teachers
Instructional Strategies	Utilize classroom observations to monitor the implementation of instructional strategies	Professional Learning	09/05/2016	05/19/2017	\$0	Administrators
					Total	\$0

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	See attached AHS Stakeholder Diagnostic 2014-2015	AHS Stakeholder Diagnostic 2014-2015

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All 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 complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	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 areas of Purpose and Direction and Resources and Support Services had the highest averages in student, staff and parent surveys. In the AHS student survey, Resources and Support Services had the highest average of 4.3. This was followed by an average standard score of 3.84 for Purpose and Direction. In Resources and Support Services, AHS students indicated by 88% that AHS computers are up to date and used by teachers to help students. Eighty-seven percent of AHS students feel a high quality education is offered.

Athens High School parents seem to be pleased with AHS based on school results. Parents scored Purpose and Direction and Using Results for Continuous Improvement with the highest averages. Purpose and Direction had an average standard score of 3.89. This was followed by Using Results for Continuous Improvement with a score of 3.81. Within the Purpose and Direction Standard, AHS parents feel Athens High School's purpose statement is clearly focused on student success. Eighty-one percent of parents scored this indicator a strongly agree and agree. Seventy-eight percent of AHS parents feel that their child is prepared for success at the next level with the Using Results for Continuous Improvement Standard. Within the Teaching and Learning Standard, ninety-seven percent of AHS parents feel that their child has up to date computers and other technology. Eighty-eight percent of AHS parents feel that their child knows the expectations for learning for classes.

Athens High School faculty and staff were extremely pleased with the school based on the results of the survey. Each standard scored about a 4.00 on the rubric. All standard averages are areas of strength at AHS. Again, the standards of Purpose and Direction, Resources and Support Services and Using Results for Continuous Improvement had the highest averages. Purpose and Direction had an average standard score of 4.71. Resources and Support Services and Using Results for Continuous Improvement both had an average score of 4.67. Within the standard of Purpose and Direction, ninety-nine percent of AHS faculty and staff scored strongly agree and agree that AHS has a continuous improvement process based on data, goals, actions and measures by growth. One hundred percent of AHS faculty and staff indicated through strongly agree and agree that AHS provides a plan for acquisition and support of technology to support the school's operational needs within the standard of Resources and Support Services. One hundred percent of AHS faculty and staff indicated through survey results of strongly agree and agree that AHS leaders monitor data related to school continuous improvement goals within the standard of Using Results for Continuous Improvement.

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

Our school district administered Advanced Ed surveys during the fall of 2014. In the past, we have completed similar surveys. Survey results indicate that the standard of Purpose and Direction rated high in staff and parent perception. Students indicated through survey results that Resources and Support Services was an area of satisfaction. This standard was also rated high with staff and parents.

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

At this time the school's feedback consists of online surveys with all stakeholders. However, the school obtains informal comments on a consistent basis from family, staff and students during Parent Invite Nights, conferences, emails, phone calls etc... Making a comparison between the formal and the informal feedback is a difficult task as these have not been documented nor analyzed.

Areas in Need of Improvement

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

From the parent survey, 22% of parents did not feel like all of their child's teachers meet his/her learning needs by individualizing instruction. This was an area of concern on the student survey as well. Thirty-two percent of the students disagreed that all of their teachers changed their teaching to meet their learning needs.

Another area of concern from the staff survey results was regarding our school's governing body or school board maintaining a distinction between its roles and responsibilities and those of the school leadership. Nine percent of staff a low level of satisfaction.

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

Surveys were administered in 2014-2015. However, consistent data is unavailable for comparison of trends.

What are the implications for these stakeholder perceptions?

At Athens High School, we will continue to improve. Communication among stakeholders will be implemented, not just informally but through a regular formal process. An area of focus for improvement, based on survey results, will be to improve individualized student instruction; this will be addressed through professional development and data meetings.

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

While all of the above reported findings appear to be consistent with other data resources, at this time the school's formal feedback consists of online surveys with all stakeholders. However, the school obtains informal comments on a consistent basis from family, staff and students during Parent Invite Nights, conferences, emails, phone calls etc... Making a comparison between the formal and the informal feedback is a difficult task as these have not been documented nor analyzed.

Report Summary

Scores By Section

