



Accreditation Report

Deshler High School

Tuscumbia City Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Description of School

Deshler High School is part of the Tuscumbia City School system and serves the citizens of Tuscumbia, Alabama. Tuscumbia is a small town in Northwest Alabama with a population of just over 8400 people. This represents a growth of 7% in last 15 years. Recent revitalization and restoration efforts have made Tuscumbia an increasingly popular city for families to call home. The makeup of the city of Tuscumbia is 75.4% Caucasian, 20.8% African-American, 1.4% Hispanic-American, 0.4% American Indian, 0.3% Asian-American, and 1.6% two or more races. The population is 54.8% female and 45.2% male. Deshler High School is a focal point of Tuscumbia. Even though the city of Tuscumbia has a low tax base, the businesses generously support the school, and there is strong community presence at school events. The student population at Deshler High School is 472, which reflects an increase over the last two years. 72.31% of the students are Caucasian, 25.61% are African-American, 1.03% are Hispanic, 0.62% are two or more races, and 0.41% are Asian.

Deshler High School offers a variety of academic and extracurricular activities to students in grades 9-12. We provide Honors, dual enrollment, AP, and online classes to our students. We also offer varied areas of concentrated study through our Career and Technical Education classes here at Deshler and through the Muscle Shoals Center for Technology. Over 300 students participate and compete in band, cheerleading or 10 different sports. We also offer many educational organizations to enhance the students' high school experience. Clubs/organizations at Deshler include National Honor Society, Scholar's Bowl, Tiger Tails, Student Council, Family Career and Community Leaders of America (FCCLA), Future Business Leaders of America (FBLA), Health Occupations Students of America (HOSA), First Priority, Key Club, Spanish Club, Science Club, Prom Committee, and Upward Bound.

Tuscumbia is also the birthplace of Helen Keller. As a young woman, Miss Keller overcame incredible disabilities. She rose to complete a formal education, write books, and advocate for others with disabilities. Like Helen Keller, the commitment to overcoming obstacles is a strong undercurrent in the Tuscumbia community that feeds the success of our school district. One of Helen Keller's most famous quotes validates the community commitment to the school district. 'Alone we can do so little; together we can do so much.'

The words of Tuscumbia's most famous citizen are an especially fitting description of our community and school during the past two years. At times it has seemed as if the Deshler family could not properly grieve over one tragedy because another one followed right in its wake. As one student so aptly put it, "Since August of 2013, it seems like our school and community has gathered at Howard Chappell Stadium to pray together more than for actual football games." Our Deshler family has shared a teacher's year-long, valiant and successful battle with cancer, 2 fires that claimed the homes of a teacher and our cafeteria manager, the sudden death of a young mother with children in 3 of our 4 schools, and a motorcycle accident that eventually claimed the life of a teacher's husband after a 2-week struggle. In another accident, one of our students received a traumatic head injury that left him hospitalized for many months, and during that time students continuously did things to support and encourage him and his family. The members of our football team have served as pall bearers 4 times in less than 11 months - a murdered assistant coach, the death of the long-time "voice of the Deshler Tigers" at a team facility, the death of a 30-year volunteer team manager, and, most recently, the sudden, unexplained death of our head football coach. And, on top of all this, just a week before the death of our coach, a tornado touched down in the very center of our town. While it appears that our school and community

should be floundering, in reality, the opposite is true. The words of our students explain the strength that can be found within our Deshler High School family. One wrote, "The pain we are all feeling, somehow - when we are feeling it together - feels less painful." Another, "The last two years have opened my eyes to what a real community is supposed to be. We've all felt like we have been punched in the gut one time after another. But, through everything, we've held each other up, dried each other's tears, and encouraged each other to keep pushing forward." Another, "I have had to hold onto the strength of my teachers, and they have led us well. Looking back, I realize how strong they were. They were grieving just like we were, yet they continued to love and comfort us." And, finally, "...our teachers have been constant. Although professionals were provided for us, they weren't needed because no 'trained professional' could ever help us heal the way our teachers have, and I will always be grateful for them."

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.

School's Purpose

The school's vision statement is: "Educating Students Today...Preparing Students for Tomorrow"

The mission of the Tuscumbia City School System is to provide each student an appropriate, positive, and challenging learning environment through traditional, quality educational programs. The Tuscumbia City Board of Education will accomplish its mission by employing highly qualified and well trained professional employees; providing the professional staff with the necessary instructional materials and teaching resources; maintaining clean, safe, orderly and attractive facilities; setting high standards of academic achievement and personal behavior for each student; and, establishing and maintaining a positive and open channel of communication between the home and the school. As a result, students will be more self-reliant, better disciplined and more responsible.

Along with the Tuscumbia City School's mission, the Alabama State Superintendent's Plan 2020 focuses on providing a more rigorous education through the "College and Career Ready Standards". Deshler High School embraces and supports this by providing instruction focused on students being critical thinkers with the intent that all students will successfully transition to each level of our school and to be college or career ready upon graduation. We also believe that collaborative and continuous data-driven decision making and goal setting, based on formal and informal assessment results, is necessary for optimum individual student achievement.

These beliefs drive Deshler High School to offer a variety of academic and extracurricular activities to students in grades 9-12. We provide Honors, dual enrollment, AP, and online classes to our students. We also offer varied areas of concentrated study through our Career and Technical Education classes here at Deshler and through the Muscle Shoals Center for Technology. Our stakeholders believe that we should cultivate and promote an appreciation for the arts by offering instrumental, vocal, and visual arts to our students. Over 300 students participate and compete in marching band, cheerleading or 10 different sports. We also offer many educational organizations to enhance the students' high school experience. Clubs/organizations at Deshler include National Honor Society, Scholar's Bowl, Tiger Tails, Student Council, Family Career and Community Leaders of America (FCCLA), Future Business Leaders of America (FBLA), Health Occupations Students of America (HOSA), First Priority, Key Club, Spanish Club, Science Club, Prom Committee, and Upward Bound.

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.

Notable Achievements and Areas of Improvement

Areas of Notable Achievement:

At Deshler High School, we believe that each student has a fundamental right to a quality education. We work to provide as many advanced and dual enrollment courses as possible along with online classes provided by ACCESS. In addition, our school offers Career and Technical Education courses on campus. Our school offers a safe, orderly, and nurturing environment that engages, challenges, and supports all students so they may thrive and achieve their academic potential while preparing to pursue college or a career upon graduation.

Deshler's students have performed very well on the Alabama High School Graduation Exam (AHSGE). Our strongest scores were in the area of Biology where we had a 99% passing rate. We also had a positive growth trend displayed in reading, language, mathematics and social studies scores.

The last three years have seen the passing of the AHSGE and our students are now taking the ACT/PLAN. Our notable achievements on the ACT are in the areas of English, Social Sciences, and Biology. Our students scored higher than the state average in all three categories and scored at the state average in Math. Our students also scored at the state average of students who met all four benchmark scores

With funds from the 21st Century Workforce Act, the Career and Technical Education Department was able to upgrade every area. All of the computers, including the teacher computers, in the Business, Management, and Administration labs were replaced and the software was updated to Office 2013. New printers were added to each lab.

In the Family and Consumer Sciences area, five new babies were purchased for the Parenting Class and five new sewing machines were added for the basic class. In addition, an embroidery machine was purchased for the program.

In the Drafting Technology program, six new computers were added to the program along with updated CAD software for all of the computers in the program. Two MakerBot three-D printers were added to the program so the equipment is comparable to college level programs.

In the Health Science program, four laptops were added to provide students the opportunity to prepare for Pharmacy Tech certification. An AED trainer and updated infant and adult CPR training manikins were added to provide students additional training opportunities.

There is an iPad cart for Career and Technical Education teachers to use. This cart was purchased for Career Tech with funds obtained through a grant.

Credentials

Students in the Career and Technical Education area earned a total of 76 Career Ready credentials along with 196 stackable credentials and 56 students earned articulated college credit for Drafting Technology and Advanced Business Technology Applications through Northwest Shoals Community College. Fifty-seven students earned MOS PowerPoint certification and two earned MOS Word certification. Ten students received a Career Readiness certificate for Work Keys testing and seven earned IC3 Computer Certification. The stackable credentials were for infant and/or adult CPR.

New/Reopened Program

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Through a partnership with Northwest Shoals Community College, the Career and Technical Education department was able to reopen the Electronics program with an enrollment of 25 students. The program is housed on the Deshler High School campus and is taught by an instructor from Northwest Shoals Community College.

Muscle Shoals Career Academy

Deshler High School partners with the Muscle Shoals Career Academy to provide students with the opportunity to take Career and Technical Education classes not offered in our system. Up to 25 students per year can participate in these programs. Programs include Cosmetology, Carpentry, Welding, and Automotive Technology.

ACCESS Lab

The ACCESS Distance Learning lab provides students at Deshler High School the opportunity to take courses not offered on our campus. Through the lab, students can take AP courses as well as other offerings at high schools throughout the state. Offerings include AP Biology, AP Statistics, AP English Language and Composition, and a variety of foreign languages.

Through a donation of computers from a local industry, the Technology Department was able to upgrade the ACCESS lab. The original laptops were replaced with desk top computers and new computer desks and chairs were added to complete the upgrade.

DHS Computer Lab

The computers in the DHS Computer Lab were replaced with updated computers that will run Windows 7. The new computers were part of a donation from a local business. All computers in the lab were upgraded to Office 2013.

Final Note

The Technology Department has upgraded the software on all computers at Deshler High School to Office 2013.

Areas for Improvement:

Even though we are above the state average in Social Science and Biology our students did not meet the benchmark on average.

Student attendance is also a concern. We had less than a 95% attendance rate last school year. We are working through our district judge and truancy court to help improve our attendance. We have already seen a dramatic increase in our attendance this year.

We are looking into a better mentoring program for our students. We currently have our teachers discuss the concerns of students when we distribute progress reports and report cards. Each teacher will spend a few minutes with our students discussing their grades. We have discussed several different options in our department head meetings and are looking for ways to improve our mentoring program.

Additional Information

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

Deshler is home to a strong Athletic program. Our Football, Volleyball, and Cross Country teams all advanced to their respective State competitions this year. Our coaches use athletics to build strong mentoring relationships with students as a means of encouraging not only athletic success, but also academic success.

We also have a strong Career Tech Department. We have a large number of students who earn Industry Standard credentials each year. We have also re-established our Electronics program through Northwest Shoals Community College and have articulation agreements for this program as well as our Advanced BTA classes. We offer nurse aide training and an opportunity to earn Certified Nursing Assistant Certification.

The Tuscumbia Education Foundation is instrumental in funding classroom grants. Grants have been funded for technology, professional development, classroom materials and supplies and honor roll incentives for students.

Self Assessment

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 3.0

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

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose 	Level 3

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

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

Deshler High School's purpose statement is developed by stakeholders following systemic procedures defined by the CIP (Continuous Improvement Plan). Deshler High School's mission or purpose statement focuses on the success of all students. The mission statement is regularly seen and heard by students, parents, faculty, and staff. This mission of Deshler High School is to provide each student a quality, interdependent education for all learners, enabling them to lead productive and fulfilling lives in an ever-changing, interdependent, complex global society.

Communication is essential to the school and is carried in a variety of media forms. Some faculty members' use of "Edmodo" provides communication between faculty, students, and parents about upcoming assignments and performance in the classroom. Teachers at Deshler High School have the ability to communicate with parents and students through a program entitled "Remind 101". Our school system also utilizes "School Cast" where notifications are sent to all stakeholders. Our school offers up-to-date information via Deshler's website. Some of the features include weekly assignments per grade level, upcoming events affiliated with the school, and general information about the school. Deshler's webpage is one form of social media that is available to our community and people of interest. Weekly events are also posted our school sign outside the building for the community to see what is upcoming. Our school is willing to make necessary changes based on technological advancements.

A newsletter is generated that includes information about upcoming events for our school. Various reports are generated for parents, teachers, and students to see the strengths and weaknesses of program areas and individual students. Our school provides a teacher handbook, school code of conduct, and a student handbook to each stakeholder at the beginning of the school year.

Faculty members at Deshler are involved in various committee meetings where ideas are introduced, discussed, and/or altered to meet the needs of the school. Grade levels are responsible for meeting once a week to discuss the needs of the grade and/or particular students.

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While indicator 1.2 is identified as a strength, Deshler will continue to strive for increased stakeholder involvement. While parental/stakeholder involvement is sometimes difficult to achieve, the level of difficulty increases when related to serving on committees or developing plans. One area of concern is the parental interest in activities that have been provided in the past where a small number of parents took advantages of the opportunities that were offered. The committee has suggested that administrators and staff research possible schools that show great success with parental involvement.

Deshler offers a rigorous plan that is implemented and documented in the CIP. This plan is derived from the collection of data from various resources and evaluated to develop strategies that will be incorporated throughout the school year by all stakeholders. These strategies are designed to meet the needs of the school system as a whole, as well as individual students.

One specific area that is utilized is the PST (Problem Solving Team). Should a student have an identifiable discrepancy within the classroom based on academic or behavioral need, the group develops an intervention plan for the student. Data is collected from various assessments and/or indicators that will help to develop the plan. STAR reports are used as an indicator for placing students on the correct reading level to ensure success for independent reading. Global Scholar offers a variety of information to assist the teachers and students in developing curriculum necessary to increase students' growth on a specific assessment. Parents are notified at two different times during the nine-weeks of academic grades. At mid-nine weeks, parent receive a progress report and at the end of the nine-weeks a final report is available.

Compiling individual student data is used as a tool to evaluate the student's growth based on specific assessments: STAR, ARMT, Compass Learning, and ACT Plan data is used to assess student achievement levels. In addition, Deshler High School implements literacy strategies in non-academic settings such as music, career technical classes, and library skills to build student's academic knowledge and skills in varied settings.

Based on the Deshler's self-assessment, indicator 1.3 is seen as a weakness. All stakeholders may not utilize reports generated from the various programs to guide the classroom curriculum effectively. A possible solution could be to continue grade level data meetings on a regular basis and add individualized data meetings with faculty who are struggling in a specific area.

Standard 2: Governance and Leadership

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

Overall Rating: 3.83

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks •Tuscumbia City Schools' Policy Manual, Deshler High School's Continuous Improvement Plan, Faculty and Staff Directory, Substitute Teacher Directory, Cumulative Absentee Report 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	<ul style="list-style-type: none"> •Governing body minutes relating to training •Proof of legal counsel •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •Open Board of Education monthly meeting and special called meetings, website and newsletters, Deshler High School's Continuous Improvement Plan (CIP), Deshler High School's Department Chair Committee meeting minutes. 	Level 4

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

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	<ul style="list-style-type: none"> •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan •Career Tech Advisory Committee minutes, detention learning activities, administrative emails, Academic Banquet programs 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Continuous Improvement Plan (CIP), quarterly system newsletters, school website, "Destination Deshler" programs, Career Tech Advisory Committee minutes, Student Council minutes, "Upcoming Senior" programs, "School casts" 	Level 4

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

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

The Tuscumbia City Board of Education (BOE) follows policies and practices that clearly and directly support the system's purpose and direction and the effective operation of the system and its schools. Policies and practices require and have mechanisms in place for monitoring conditions that support student learning, effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for and oversight of fiscal management at all levels of the system. Policies and practices are clearly delineated in the Tuscumbia City Schools (TCS) Policy Manual (updated 12/2012), in Deshler High School's (DHS) Continuous Improvement Plan (10/15/2013), DHS Student Code of Conduct Handbook (2013-2014), DHS Student Handbook (2013-2014), DHS Faculty Handbook (2013-2014), TCS Faculty and Staff Directory (2013-2014), TCS Substitute Teacher Directory (2014), and DHS Cumulative Absentee Report (updated weekly). A TCS Stakeholder Committee is in place to update the community on policy updates and revisions, and to provide a forum for open discussions. The BOE policies and procedures are available for review in the BOE office.

The Tuscumbia City Board of Education (BOE) has implemented a process to evaluate its decisions and actions to ensure it is in accordance with defined rules and responsibilities, a formally adopted code of ethics and free on conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation and fiscal responsibility. Members comply with all policies, procedures, laws and regulations and function as a cohesive unit for the benefit of effective system operation and student learning. The Tuscumbia City School Policy Manual, Section II, indicator 2.1 - 2.10.6, clearly lists all requirements. BOE meetings are held monthly and are open to the public, except in cases requiring executive session as provided for by Alabama Code. Special called meetings are also open to the public and are publically announced. Stakeholders are informed about monthly meetings through the Tuscumbia City School System website and newsletter, newspapers, and local media.

The Tuscumbia City Board of Education (BOE) consistently protects, supports, and respects its autonomy of system and school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the system and its schools. The governing body maintains a clear distinction between its roles and responsibilities and those of system and school leadership. A clear distinction between system and school leadership is delineated in the Tuscumbia City Schools Organizational Chart found in the policy manual. Deshler High School (DHS) develops and executes an Alabama Continuous School Improvement Plan (ACIP) designed to address the specific needs of the school while adhering to the ever-changing goals of the BOE. DHS administration has developed a committee made up of department chairs, chosen by each department, which meets monthly to discuss upcoming events, policy changes and updates, and discuss faculty

concerns, questions, and suggestions. The committee members then meet with their departments for further discussion. DHS administration makes autonomous decisions about hiring within the school, and department chairs are included in these interviews to provide information on curriculum, departmental policy, and expectations.

Deshler High School (DHS) leadership and staff foster a culture consistent with our purpose and direction. The faculty and staff believe that a sense of community and collaboration is necessary to achieve the school's purpose and meet its goals. The expectation is that students will perform to the best of their ability in all areas, including academics, athletics, the arts, and extra-curricular activities. All leaders and staff are collectively accountable for maintaining and improving conditions that support student learning. Leaders throughout the system support innovation, collaboration, shared leadership, and professional growth. To support these expectations, DHS has developed many programs, procedures, and committees that support and encourage student learning. Some of these include the Career Tech Advisory Committee, Detention Learning, "Staying the Course" administrative emails to encourage teachers and promote learning, departmental committees to promote collaboration, and the annual Academic Banquet to celebrate student achievement. DHS continually works to provide improvement, updated data, and innovative programs to enrich student learning.

Deshler High School's (DHS) effective communication with stakeholders is an area in which our school is consistently strong. Leaders effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts and provide and support meaningful leadership roles for stakeholders. System and school leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the system and its schools; a strong sense of community and ownership. In addition to open board meetings, a Continuous Improvement Plan, a quarterly system newsletter, school and system websites, and use of social media, DHS has numerous programs and activities to engage stakeholders in school life. Prior to the beginning of school each year, "Destination Deshler" welcomes freshmen, new students, and their parents to a morning-long session that not only welcomes and informs but also provides information on extra-curricular activities, school tours, homeroom run-through, locker distribution, band and cheerleader involvement, and even door prizes. Career Tech is closely involved with stakeholders through its Stakeholder Advisory Committee and community activities, such as Breast Cancer Awareness Events and Business and Industry Certification Programs. The DHS Student Council is integral in promoting community involvement. Numerous council programs, from the annual Veteran's Day Program, Black History Program, Retired Teachers' Luncheon, and Red Cross Blood Drive to radio broadcasting DHS news and information during halftime of all Deshler football games and meeting with local civic groups, the Student Council members are deeply involved with the community. Another stakeholder event that draws enormous stakeholder participation is the "Upcoming Senior Meeting" for students, parents, and college representatives. There are also system-wide programs to encourage stakeholder participation. A system-wide committee of community stakeholders meeting quarterly and serves as a bridge between the schools and community, and regular "School Casts" provide parents and community with important information about upcoming activities, programs, or scheduling changes.

The focus of the Tusculumbia City Board of Education's (BOE) criteria of supervision and evaluation is improving professional practice throughout the system and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation process are used to monitor and effectively adjust professional practice throughout the system and improve student learning. Regular teacher observations are conducted and supervised by our administrators who schedule pre and post observation conferences with teachers regarding their strengths and weaknesses. Through administrator and teacher dialogue, a plan of action to enhance performance is developed; teachers then participate in professional development and evaluate their practices to positively influence student success. Our system offers varied professional development opportunities. Over the past two years, implementation teams participated in College and Career Readiness Standards training and Common Core implementation. These teams in turn trained the remaining faculty to increase the awareness and implementation of the programs.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 2.67

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

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Surveys results •Lesson plans aligned to the curriculum •Minutes from department head meetings, Curriculum reviews by the City School's Advisory Committee 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Student work demonstrating the application of knowledge •Surveys results •Interdisciplinary projects •Calendars of student use of technology as a learning tool; for example, Alabama Science in Motion, ipad cart, and computer lab student log in sheets 	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> •Survey results •Use of ACT cumulative school data to modify instruction, Response to Intervention Team (RTI), Grade Recovery Program 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Survey results •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Attendance calls, Teacher contact 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Survey results •Curriculum and activities of formal adult advocate structure •Description of formal adult advocate structures •List of faculty sponsors, athletic coaches, Career Tech student organization roster, Civic club student roster, band roster, athletic rosters, cheerleading roster, Power of ICU book study 	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Survey results •List of individual professional development in STI-PD, Dyslexia training continuing education opportunity 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none">•Survey results•List of learning support services and student population served by such services•Data used to identify unique learning needs of students•Credit Recovery, ISS/Alternative school, IEPs for ELL students, ACCESS, ACT Prep-USA Test Prep, Upward Bound, Compass Learning, and Alabama Department of Rehab Services, Response to Intervention team referrals	Level 3

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

Deshler High School (DHS) provides our students with equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills designed to lead them to success at the next level. DHS has a diverse teaching staff whose years of service range from 1 to 29 with an average of 10 years teaching experience within the Tusculumbia City School System. Results of the ACT test administered to the eleventh grade class in spring 2014 reveal that DHS students, on average, scored higher than the state average in English, Reading, Science, and Math. Twelve percent of students tested met all four ACT Benchmark Scores which indicates that these students have a 50% chance of earning a B or higher and a 75% chance of earning a C or higher in the corresponding credit-bearing college course. DHS believes a quality education is a fundamental right of every individual. The graduation rate for DHS students averages 87%, which is significantly higher than the state and national averages of 80 and 81%, respectively, based on data from 2012-2013 (<https://k12.niche.com/deshler-high-school-tuscumbia-al/>). All students will receive the respect, encouragement, and opportunities they need to build the knowledge, skills, and attitudes to be productive citizens.

Technological tools such as iPads, computer labs, interactive smart boards, classroom performance systems, Alabama Science in Motion laboratory equipment, Mobi pads, and ACCESS distance learning classes provide students with cutting edge learning opportunities ranging from interactive instructional delivery formats to real world application of skills for college and career readiness. Additionally, students have options for electives that include the arts and career and technical courses. Extracurricular opportunities include football, track, softball, basketball, tennis, golf, bass fishing, archery, cross country, baseball, volleyball, wrestling, cheerleading, band, and show choir. Students have access to a variety of vocational and technology classes both on and off campus. Other contributing factors for student achievement have been the creation of "Destination Deshler" which provides an opportunity for orientation and assistance in the transition from Middle School to High School.

DHS implements a curriculum that is based on standards from the Alabama Courses of Study, best instructional practices, students' strengths, students' needs, and students' learning styles. To increase teacher awareness and understanding of the newly mandated College and Career Readiness Standards (CCRS), regular training opportunities are utilized by sending math, social studies, and English Language Arts (ELA) teachers to regional CCRS training meetings as well as CCRS facilitators coming to Tusculumbia training teachers system wide. Following training sessions, teacher leaders provide turn around training to the remaining faculty members. In addition, our math, social

studies and ELA departments were given professional development time to work on vertical alignment collaboration.

Student success also relies on the individualized learning activities available for our students. DHS offers Advanced Placement and dual enrollment courses as well as career technical certification courses. Special education teachers are in place to provide individualized Response to Instruction (RtI). Support is also available for students who do not qualify for programs such as special education or EL. Tiered Instruction and Problem Solving Teams (PSTs) are in place to ensure students receive quality instruction and/or intervention supported by research.

Our school reviews data from assessments such as the ACT Test and end of course tests to make adjustments to curriculum and instruction. With the implementation of CCRS, DHS has begun a process to review and revise instruction to align our curricula in ELA, mathematics, and social studies. DHS plans to have ongoing subject-area based meetings as we embrace CCRS.

Utilizing test data to consistently design curriculum, instruction, and assessment is an area of need for Deshler High School (DHS). In response, the high school is working towards implementing the new Alabama Courses of Study for Math and English Language Arts, as well as developing new vertical alignments which are designed to guide the student in planning the appropriate placement and sequence of courses based on attained achievement.

In addition, DHS leaders monitor instructional practices through supervision and evaluation procedures; however, implementation consistency could be improved. With existing observation, walk-through documentation and department head meetings, school leaders will help in fostering improvement of instructional practices.

Deshler High School (DHS) teachers plan and use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. In addition to CCRS training, Tusculumbia City School System provides opportunities for teachers to participate in professional learning activities relating to research-based reading strategies, student engagement strategies, technologies, English learner support, and math practices. DHS teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. DHS teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools. With access to 21st Century technology, DHS teachers actively seek ways to incorporate technology and innovative approaches in the classroom.

Deshler High School (DHS) administrators perform classroom walk-throughs and observations and attend Problem Solving Team (PST) meetings designed to establish expectations for teacher instruction. The PST fosters an exchange of ideas between teachers and administrators. DHS departments have been given professional development time to collaborate with one another and administrators to ensure continuity of instruction and to discuss instructional strategies to ensure student success.

Deshler High School (DHS) works diligently to create a collaborative climate. DHS incorporates Problem Solving Team (PST) monthly so that teachers and administrators can identify student needs based on grades, attendance, discipline, and socioeconomic situations. Department Head meetings are held on a formal and informal basis as needed. To sustain a collaborative learning environment among our staff, DHS will continue to include and work to expand collaboration time.

Currently, student learning expectations are defined primarily by the classroom teacher based on the Alabama College and Career Readiness Standards. Teachers document specific standards, implementations, and expected outcomes in their lesson plans. Helping to support our student's academic success, teachers have received professional development designed to implement instructional strategies which are intended to meet individual educational needs of the students. Teacher lesson plans reflect implementation of these varied strategies. As a result of these efforts, the DHS Class of 2014 was awarded \$605, 510 in scholarship offers.

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Deshler High School (DHS) does not have a formal system in place for new teacher mentoring, but there is an orientation system-wide for new teachers. Informally, several veteran teachers assist new teachers to make their teaching transition smooth and positive. Also, the DHS Teacher Handbook is received at the beginning of the school year and provides pertinent information. DHS recognizes the need for new teacher and new administrator mentoring; therefore, we are discussing and researching various models to implement. Administrators are drafting a new training manual to assist new teachers.

Deshler High School (DHS) encourages parental involvement in a variety of ways. Tusculumbia City School personnel regularly inform families of their children's learning progress through progress reports every 4 ½ weeks, report cards every 9 weeks, and INOW Parent Portal. The student handbook contains a calendar of events which informs parents of progress report distributions, beginning and ending grading periods, dates for exams and various Alabama State Department of Education yearly assessments. In addition, DHS utilizes a variety of communication methods to keep parents informed of regular school activities and for specially scheduled events. Methods of communication include the following: DHS school website, DHS sign, report card notes, one-call system, as well as local radio/website announcements. The Parent Volunteer Organization is a support group of parents who assist teachers in various activities, organize fundraising events for our school, and treat teachers to duty-free lunches several times throughout the academic year.

Deshler High School does not have a formal advocacy program in place at this time; however, all students have an opportunity to connect to an adult advocate at DHS through extracurricular activities such as career technical student organizations, various clubs, DHS band, DHS athletics, cheerleading, and the arts. Class sponsors serve as advocates for their grade level. Students sometimes migrate toward certain personnel as advocates: administrators, librarian, music and art teachers, counselors, physical education teachers, content specific and career tech classroom teachers, special education teachers, athletic coaches and the school nurse, allowing students to identify advocates. Our administrators strive to learn students' names and greet them daily as they enter the school building. Each teacher is assigned a homeroom. Homeroom teachers get to know their students and meet with them a few times each nine weeks to distribute progress reports and report cards and to discuss academic performance. The goal is for students to have the same homeroom teachers during their tenure at DHS to foster personal relationships among teacher and students.

Deshler High School (DHS) uses common grading and reporting policies, procedures, and processes based on the criteria that represent each student's attainment of content knowledge and skills. These policies, processes and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures as outlined in the DHS student handbook which is available in the main office and on the DHS website. A copy of the student handbook is given to each student on the first day of school. Teachers review school policies/classroom expectations with the students at the beginning of each academic year. Students and parents sign acknowledgement sheets indicating that they have received/reviewed policies, processes and procedures. DHS teachers grade students on their attainment of knowledge based on the Alabama Courses of Study and the College and Career Readiness Standards. DHS will continue to collaborate with stakeholders about grading policies and procedures.

All Deshler High School (DHS) faculty have the opportunity to participate in professional learning. DHS professional development opportunities are determined by surveys, Educate Alabama findings and student data. Professional learning includes opportunities for collaboration and quality training. Each year, the alignment of professional development with the needs of our schools will be determined and implemented through our continuous improvement plans. Some teachers utilize free webinars for their individual Professional Development needs. Free summer training workshops are offered through our regional in-service center.

Deshler High School (DHS) offers a wide array of programs, personnel, and support to meet the needs of diverse learners. The system has administrators who oversee programs and schedules dealing with special education, section 504 students (Americans with Disabilities Act), English Learners, medically fragile students, mental health related, other health related and Rtl programs.

School personnel use data to identify learning needs of all students based on proficiency and / or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations. Professional development plans should be designed to provide opportunities for all faculty and staff to engage in professional learning related to current research.

Standard 4: Resources and Support Systems

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

Overall Rating: 3.0

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

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

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

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

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

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

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

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

Deshler High School provides services and maintains resources that support its direction and purpose to produce successful students. Procedures are available at the district level to hire, place, and keep qualified professional and support staff. Every effort is made by Deshler High to observe written local, state and federal policies in regards to the selection, qualification, and assignment of teacher and support staff. Deshler High School has also excelled in the hiring of minority and Highly Qualified teachers.

Deshler High attempts to protect its instructional time because we realize instruction and practice time are necessary for academic excellence. Deshler High School operates on a seven period day. Deshler High has an activity period built into the master schedule which provides each class period with an equal amount of instructional time on days that assemblies, student activities, and Problem Solving Team meetings are held. Deshler High administrators strive to use material and fiscal resources to meet the school's purpose and direction. With decreased state allocated textbook funds, only 50 math and English textbooks were able to be purchased; however, the Tuscumbia City School System has recently ordered the needed math textbooks to complete the student textbook ratio and is working toward securing the necessary ELA textbooks to complete the class.

Deshler High provides a safe, clean, healthy environment to stakeholders. Through our high school website, teachers can log technical (computer) problems into the help desk. "Tickets" are created and sent immediately to the technical department. The maintenance department has forms in the office which account for problems that need attention. These items are handled based on their priority. The high school also has a safety plan which is reviewed and updated yearly. "Duty" stations are assigned to teachers to supervise students during non-instructional time (before school, after school, change of classes and break time). These are places like the lunchroom and outside classrooms. Deshler High also employs two custodians who maintain and oversee the janitorial needs of the facilities during the day and special events. Night time cleanings are done by a night janitorial staff that is employed through the Tuscumbia City Board.

Faculty and students have access to 21st century Classrooms. At minimum, each classroom has a teacher computer, printer, LCD projector and interactive equipment. Some classrooms are equipped with smart boards. In addition to this technology in each classroom, the high school has one computer lab, two IPAD carts, and one ACCESS lab. Deshler High School has a full-time media specialist with student workers to assist. The library uses Atrium Book Systems/Alabama Virtual Library to provide constant library access and the opportunity to utilize eBooks. The Deshler High School library has 25 computers for students and teachers to use. We have recently renovated the library with new seats, tables, and countertops for outside use. The library also has a black/white printer and a color printer for students and teachers to use.

Tuscumbia City School System employs two full time Information Technology (IT) specialists who maintain Deshler High School's technology infrastructure. Deshler High School has wireless access for faculty members and student educational use. Wireless access is also available in the high school media center, and fiber optics are used throughout the high school.

Problem Solving Teams (PST) are in place, by grade level and subject level, at the high school. PST meetings take place once a month with the guidance counselor and the teachers. Students in need are contacted, and meetings are also set up through parents. Students in need are also served through their individualized education plan through special education or a 504 plan.

The high school has one full time guidance counselor covering career and technical parts of the job. On the Deshler High website, the counselors maintain a link "Guidance", and they also communicate through the phone service "Remind 101." These are used for updates on

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upcoming events and other items. This covers information passed from outside resources to scholarship information. Some other services offered to our high school students are the Healing Place, Riverbend, Hope Program, Northwest Shoals Community College Talent Search, Bradford Services on Drugs, Northwest Shoals Community College Upward Bound Program, All Kids, Shoals Family Success Center, Shoals Scholar Dollars, Rape Response, Alabama Department of Rehabilitation Services, Colbert County Department of Human Resources, Safeplace, COARMM tutoring, Private Tutors, Juvenile Probation Officer, Northwest Shoals Community College Dual Enrollment and GED program, Muscle Shoals Center for Technology, University of North Alabama Early College, and alcareerinfo.org.

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free 	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Training materials specific to the evaluation, interpretation, and use of data 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Agendas, minutes of meetings related to analysis of data•Description of process for analyzing data to determine verifiable improvement in student learning•Examples of use of results to evaluate continuous improvement action plans•Evidence of student readiness for the next level•Evidence of student growth	Level 3

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

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

Deshler High School (DHS) implements a comprehensive assessment program that generates data regarding student learning and improvement. The results of these assessments are used directly to guide the continuous improvement of our student learning and teacher effectiveness. The Alabama State Department of Education (ALSDE) sets the standards which our school system strives to meet and exceed. Our assessment battery is determined by the ALSDE, and our school adheres to this schedule of state assessments. Assessment dates are provided to all faculty and staff at the beginning of the year and announced in iNOW. Assessment dates are also included on the school calendar and by announced by email.

Accreditation Report

Deshler High School

Evaluation of DHS related to Indicator 5.1, shows strength in faculty support for the assessment program. All faculty members perform a role in the assessments related to schedule adjustments and test administration. Faculty members are included in a testing team based on the classification of the majority of students enrolled in their classes. Those who administer a test are trained for the specific test given. Departmental meetings are scheduled to train faculty in interpretation test data.

DHS administers the following tests: ACT Plan, ACT Work Keys, The ACT Plus Writing, ASVAB, ACCESS for ELL students, Alabama Alternate Assessment, Preliminary Scholastic Aptitude/National Merit Scholarship Qualifying Test, Advanced Placement tests based on enrollment (English Literature and Composition and United States History in 2015), and ACT Quality Core End-of-Course tests as mandated by the ALSDE. All of these assessments ensure consistent measurement across classrooms and courses. Test Data is reviewed and evaluated in order to facilitate the establishment of student groups, goals, and objectives for the school year. Test Data for individual students is evaluated by administrators and teachers involved in the education of the student. Results for each assessment are sent home to parents or guardians. Core departmental meetings are held to discuss progress and set goals to support student success. The strengths and weaknesses of individual students and student groups are identified and strategies for instruction are determined. Documentation and descriptions of evaluation tools and protocols are located in the Alabama Continuous Improvement Plan.

An area identified as needing improvement is student achievement in math on ACT Plan and The ACT Plus Writing. More students need to be prepared to enter Algebra I in ninth grade in order to complete advanced math courses. Deshler Middle School (DMS) and DHS math teachers meet quarterly to work toward vertical alignment and CCRS implementation. The goal is to improve student mastery of pre-algebra skills which are the foundation for achievement in high school courses. Ongoing professional development in this area is planned.

DHS follows mandated procedures and requirements for administration of assessments. Data from multiple sources is collected and analyzed to inform instruction. All staff directly involved in instruction of students are trained to administer state assessments and to use data in a confidential manner. Assessments results and readiness benchmarks are used to advise students in choice of math course for ninth grade. Trends in data and student performance in class are studied to identify areas of strength and areas needing improvement. Through study of individual student data from multiple sources, a plan for improvement is developed.

The principal meets with recent graduates to learn how learning at DHS prepared them for college level study or work. Former students report areas which strengthened their future work and areas which were lacking. In addition to supporting students in transition from middle school to high school, we strive to prepare students to transition to college and career.

At DHS, most professional and support staff members who are involved in the education of students receive training in evaluation, interpretation, and use of assessment data. Opportunities are provided for professional development with a focus on continuous improvement. The System Test Coordinator receives training through the State Department of Education, and she then conducts training for administrators and faculty involved in each assessment. At training sessions, applicable guidelines for assessments are distributed and attendance is documented. In order to accommodate schedules for faculty members responsible for extracurricular activities, training is offered at multiple times.

Upon the receipt of standardized assessment data, the system test coordinator distributes the information to the superintendent and the building administrator. Data is then provided for review by each department. Teachers examine the data to determine mastery or non-mastery of standards. Strategies are identified to improve instruction for standards in which students struggle. Assessment data is sent to parents and also added to student records. From the study of data, areas for future professional development are determined. Assessment data is considered in PST meetings when students struggle in class.

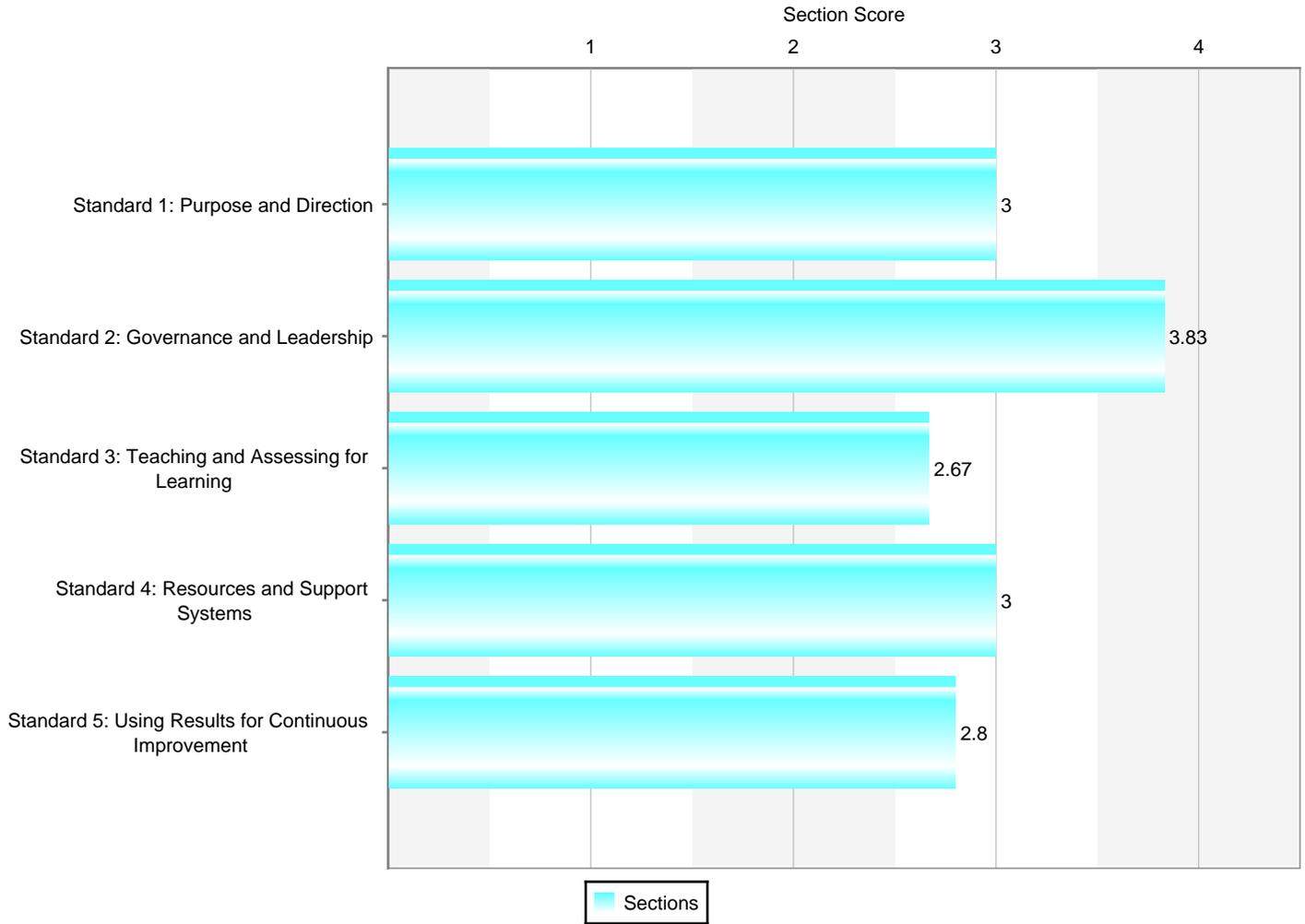
A needed improvement in using data is the connection of results to instruction to monitor teaching all standards. This is a focus for department meetings for Spring 2015. Each department will identify two strategies to use for improving learning.

A strength in use of data at DHS is the work of the PST to support struggling students. Team members monitor student progress when students have low grades or excessive absences. The guidance counselor communicates information about student needs to teachers. The entire Tusculumbia City School's community is extremely supportive to students and families facing crisis events.

Communication with parents is an area which needs to be strengthened. Calls to parents are made when students are absent and letters are sent as a step in truancy prevention. Teachers make calls and send emails but time is limited for multiple contacts.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		DHS Parent Survey DHS Student Survey DHS Staff Survey

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?

Our student survey results showed that our students believe that our faculty members have high expectations and provide a challenging curriculum. (85%)

Our staff results reflect that our schools purpose statement is based on shared values and beliefs that guide decision-making. (97%)

Our parents believe that our school provides a safe learning environment. (94%)

*The percentages are based on adding the agree and strongly agree together.

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

The trend is showing that our stakeholders are gaining trust in the governing body of the school system. The school and system have worked hard over the past three years to increase stakeholder involvement through the Tuscumbia City Schools Advisory Committee.

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

Based on my communication with parents, staff, and students the findings show that our increased rigor in curriculum and high expectations from our faculty are the most consistent findings at this time. The Tuscumbia City Schools Advisory Committee was asked in March, 2012 to complete an open ended survey entitled, "What Tuscumbia Wants" - a survey of educational needs for the Tuscumbia City Schools. Results from the survey were utilized to make many changes at Deshler High School and throughout the system. Stakeholders concerns were addressed and they now feel that their input is valued.

Areas in Need of Improvement

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

Our student surveys reflect that our students do not respect the property of others. (34%)

Our staff surveys reflect that our school does not provide a plan for the acquisition and support of technology to support the school's operational needs. (25%)

Our parent surveys reflect that our school needs to improve on informing parents of their child's progress on a more regular basis. (17%)

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

I believe the decreasing trend is that we need to do a better job changing teaching strategies to meet the needs of individual learners. We continue to find better ways to provide communication between the school and stakeholders. We solicited stakeholder input on the Tuscumbia City Schools website bid for 2015, We will use this information to ascertain what information to include on the website and what to communicate through other means such as SchoolCast and social media.

What are the implications for these stakeholder perceptions?

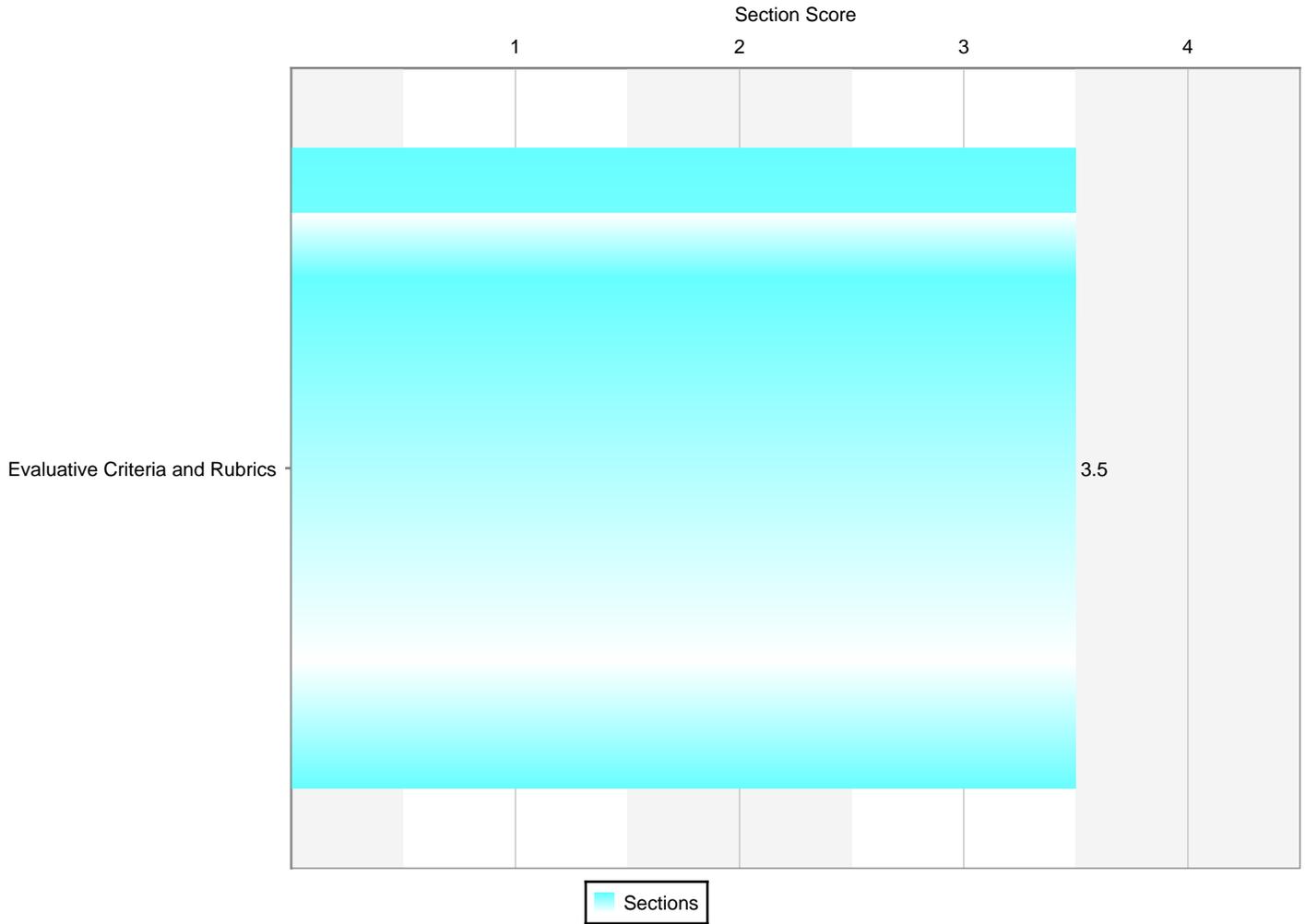
Overall, our stakeholders have implied that our school is doing a good job of educating the students. The surveys have also shown us areas that we need to improve in. The Tuscumbia City Schools Advisory Committee meets quarterly to share information about the school system and to solicit stakeholder feedback. Stakeholders now feel that they play a more active role in the school and school system.

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

The most consistent findings are that we need to improve the communication process with parents concerning their students grades and grading process. There was also some concern that some of our faculty shows favoritism. It is important to continue to find new and better ways to communicate with parents and especially about student academic progress. While most teachers use email and texts to communicate, some prefer a face-to-face conference or a phone call. We must work with parents to make sure that student progress information is shared in a timely manner.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		DHS ACT Results DHS Summary - ACT Class of 2015 update ACT Profile for Deshler High School ACT Results 2013 2014 DHS ACT Results 2014 p.1 DHS ACT Results 2014 p.2

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

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

Areas of Notable Achievement

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

Based on results of our last ACT we were above the State average in the following areas: College English Composition, College Social Science, and College Biology.

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

From 2010 to 2014, the percent of each graduating class meeting the ACT Readiness Benchmark in Science increased from 14 % to 30%.

In the Class of 2016, twelve students met all ACT Readiness Benchmarks on Explore in October 2011. In October 2013, eighteen students in this cohort met all Readiness Benchmarks on Plan, a 50% increase.

The percent of DHS students in College Readiness Standards Score Ranges in the two lowest ranges (1-12 and 13-15) is lower than the state percent for every area. While scores at this level do not meet the Readiness Benchmarks, the percent of DHS students needing improvement is not as large as the percent statewide.

The percent of DHS students meeting or close to Readiness Benchmarks with scores in the 20-23 range is higher for DHS Class of 2014 than the state percent. Percent of students in this score range is higher than the Class of 2015

Which area(s) indicate the overall highest performance?

The percent of 2014 DHS graduates meeting the ACT English was equal to the state percent of 65 %.

On the April 2014 ACT, the Class of 2016 had a higher percent who met Benchmarks in English, Reading, and Science than other juniors in the state.

Average ACT scores for the DHS Class of 2016 are higher in English, Mathematics, Reading, Science, and Composite than the corresponding state averages.

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

The differences of average scores between the Class of 2014 at graduation and the Class of 2015 as juniors show small gaps. The final average ACT scores for the Class of 2015 could exceed those of the Class of 2014

Accreditation Report

Deshler High School

English 0.3

Mathematics 0.7

Reading 0.3

Science 0.3

Composite 0.2

Between which subgroups is the achievement gap closing?

Females have higher scores in all areas tested on the ACT. The only noticeable gap that is closing is in the area of Math between female and male students.

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

The ACT findings are consistent in all areas with the former AHSGE results. We do not have any other benchmark tests to compare our results.

Areas in Need of Improvement

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

The percent of students meeting Readiness Benchmark for Mathematics is lower at DHS than the state for both the Class of 2014 and the Class of 2015.

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

From 2010 to 2014 the percent of graduates who met the Readiness Benchmark in Mathematics and Reading has declined. The average ACT scores have declined in all areas except Reading. These scores are based on a partial testing of students through the 2013 - 2014 school year.

Which area(s) indicate the overall lowest performance?

Scores in Mathematics are lower than the state values, both as average ACT score and the percent of students who met the Readiness Benchmark.

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

Average ACT scores for students taking less than core curriculum show decline in English, Mathematics, Science, and Composite scores.

Between which subgroups is the achievement gap becoming greater?

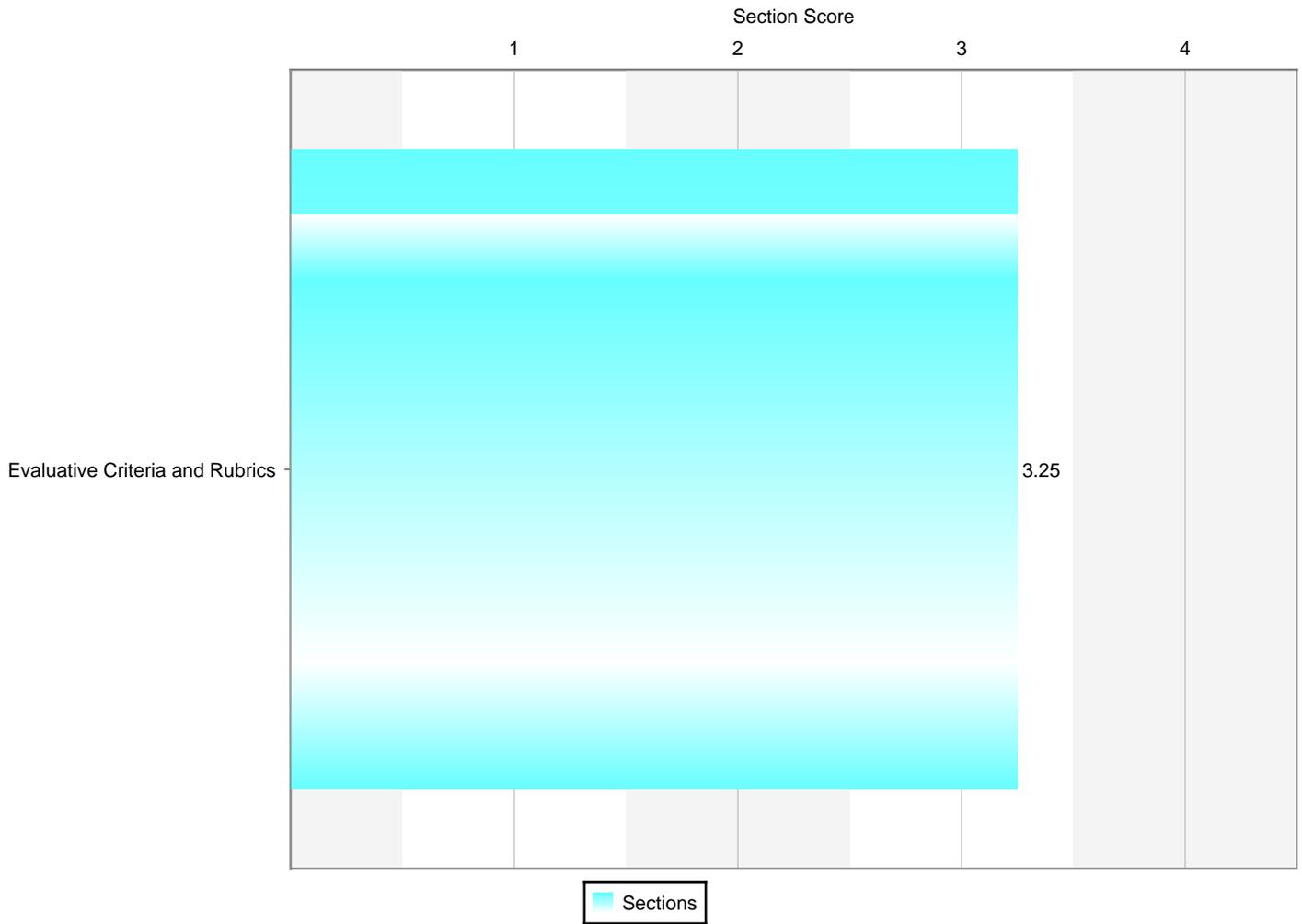
The difference of scores between White students and Black/African American students has increased between 2010 and 2014.

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

The ACT has only been given for the previous 2 years. We do not have the findings that show the consistency that we are looking for. Our plans are to use the ACT Aspire and the ACT beginning with our middle school students to give us a better comparison within our subgroups.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

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

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

AdvancED Assurances

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

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

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

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

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

DHS Goals for 2014-2015

Overview

Plan Name

DHS Goals for 2014-2015

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	Attendance	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
2	Discipline	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	Reading/Social Science	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$1617
4	Math	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$1455
5	Student Mentor Program	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Attendance

Measurable Objective 1:

collaborate to increase student attendance to the State benchmark of 95% by 05/22/2015 as measured by attendance records.

Strategy 1:

Monitoring Attendance of At-Risk Students - Attendance records will be monitored to identify truancy concerns and to provide support from the Truancy Prevention Coordinator.

Research Cited: School Attendance Reports

Activity - Early Warning Truancy Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The EWT program will be utilized to identify at-risk students and to notify parents/guardians regarding student absences. Conferences will be held with appropriate school and law enforcement personnel. Further absences lead to court appearances.	Other	07/07/2014	06/30/2015	\$0	No Funding Required	Administrators and Truancy Prevention Coordinator

Strategy 2:

Exam Exemption Attendance Policy - The purpose is to encourage all students to attend school. Student absences and averages are evaluated at the end of the year to determine if students are eligible to exempt final exams.

Research Cited: Attendance/Grading Records

Activity - Positive Reinforcement of Good Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a reward for excellent achievement and consistent attendance, students who meet the following criteria will have the option of taking or exempting a final exam in a particular class. *Four or less absences in a class with at least a "B" average, the class exam may be exempted. *Eight or less absences in a class with an "A" average, the class exam may be exempted. *Nine or more absences will disqualify a student from any exemption opportunity. The complete school year's attendance is utilized in determining exemption eligibility.	Behavioral Support Program	08/04/2014	05/29/2015	\$0	No Funding Required	Administrators and Teachers

Goal 2: Discipline

Accreditation Report

Deshler High School

Measurable Objective 1:

collaborate to identify At-Risk students and to decrease disciplinary office referrals by 05/22/2015 as measured by Student Incident Report.

Strategy 1:

Decrease Office Referrals of At-Risk Students - Office referrals will be held to identify corrective actions of students with disciplinary concerns.

Research Cited: Slicker, E.K. & Palmer, D.J. (1993). Mentoring at-risk high school students: Evaluation of a school-based program. School Counselor, 40(5), 327.

Activity - Alternative School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Alternative School at Deshler High School provides an opportunity for the student to continue working towards the College and Career Readiness Standards while in a very structured environment as a result of disciplinary action or as an alternative learning placement.	Behavioral Support Program	07/07/2014	05/22/2015	\$0	No Funding Required	Administrators and Alternative School Teachers

Goal 3: Reading/Social Science

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in applying grade level standards in Reading by 05/22/2015 as measured by ACT and PLAN assessments.

Strategy 1:

Professional Development - Teachers will participate in professional development focusing on quality reading instruction utilizing the College and Career Readiness Standards for English Language Arts.

Research Cited: We follow the professional development guidelines from the Alabama State Department of Education. Training will focus on the standards adopted by the Alabama State Department of Education.

Activity - Quarterly CCRS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School representatives will attend the "Quarterly CCRS" training sessions. Training sessions provide information and resources relating to the implementation of the Alabama College and Career Readiness Standards, state assessments, and Alabama's 2020 Plan. Following the training sessions, representatives will share vital information with colleagues.	Professional Learning	08/04/2014	05/22/2015	\$1617	Title II Part A	Teachers, Administrators, Trainers

Strategy 2:

Department Meetings - Department meetings will be held to discuss strategies to help our students improve benchmark scores. These meetings will be held with

Accreditation Report

Deshler High School

Administration, Testing Coordinator/Analyst, and Social Science Teachers.

Research Cited: Training/strategies will focus on standards adopted by the Alabama State Department of Education

Activity - Implementation of Departmental Meeting Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboration within the department to identify two strategies to help improve reading benchmark scores.	Other	11/03/2014	05/22/2015	\$0	No Funding Required	Administrators, Test Coordinator, Teachers

Goal 4: Math

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in applying grade level standards in Mathematics by 05/22/2015 as measured by ACT and PLAN assessments.

Strategy 1:

Professional Development - School representatives will attend the "Quarterly CCRS" training sessions. Training sessions provide information and resources relating to the implementation of the Alabama College and Career Readiness Standards, state assessments, and Alabama's 2020 Plan. Following the training sessions, representatives will share vital information with colleagues.

Research Cited: We follow the professional development guidelines from the Alabama State Department of Education. Training will focus on the standards adopted by the Alabama State Department of Education.

Activity - Quarterly CCRS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School representatives will attend the "Quarterly CCRS for Math". Training sessions provide information and resources relating to the implementation of the Alabama College and Career Readiness Standards, state assessments, and Alabama's 2020 Plan. Following the training sessions, representatives will share vital information with colleagues.	Professional Learning	08/04/2014	05/22/2015	\$1455	Title II Part A	All Math Teachers

Strategy 2:

Department Meetings - Department meetings will be held to discuss strategies to help our students improve benchmark scores. These meetings will be held with Administration, Testing Coordinator/Analyst, and Math Teachers.

Research Cited: Training/strategies will focus on standards adopted by the Alabama State Department of Education.

Activity - Implementation of Departmental Meeting Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Accreditation Report

Deshler High School

Collaboration within the department to identify two strategies to help improve math benchmark scores.	Other	11/03/2014	05/22/2015	\$0	No Funding Required	Administrators, Test Coordinator, Teachers
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Strategy 3:

AMSTI Implementation - The teachers will implement strategies provided by AMSTI to increase student learning and benchmark scores.

Research Cited: Strategies will focus on standards adopted by the Alabama State Department of Education.

Activity - AMSTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Math Department at Deshler High School provides an opportunity for the students to work with current hands on activities to enhance student learning, therefore increasing student scores.	Academic Support Program	08/04/2014	05/22/2015	\$0	No Funding Required	Math Department

Goal 5: Student Mentor Program

Measurable Objective 1:

collaborate to develop an academic mentoring program for all students by 05/22/2015 as measured by the level of support our students receive from an adult mentor during their time DHS.

Strategy 1:

Adult Mentors Assigned - Each teacher will be responsible for mentoring students in his or her homeroom. Each homeroom class consists of between 16 and 20 students. This small group atmosphere allows the teacher time to speak with each student individually and discuss any academic concerns that the student may have.

Research Cited: Students involved in a mentor program feel more supported at school and are able to do better academically and socially.

Activity - Individual Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will report to their homerooms twice during each grading period. Teachers will distribute Progress Reports mid 9-weeks and will discuss the Progress Reports individually with each student. Teachers will offer encouragement for each student and will identify any areas of academic need. This process will be repeated at the end of each grading period. This will also build positive student/teacher relationships which will reinforce to each student that there is a caring adult for every student at DHS.	Other	08/04/2014	05/22/2015	\$0	No Funding Required	Administrators and Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Warning Truancy Program	The EWT program will be utilized to identify at-risk students and to notify parents/guardians regarding student absences. Conferences will be held with appropriate school and law enforcement personnel. Further absences lead to court appearances.	Other	07/07/2014	06/30/2015	\$0	Administrators and Truancy Prevention Coordinator
Individual Mentoring	Students will report to their homerooms twice during each grading period. Teachers will distribute Progress Reports mid 9-weeks and will discuss the Progress Reports individually with each student. Teachers will offer encouragement for each student and will identify any areas of academic need. This process will be repeated at the end of each grading period. This will also build positive student/teacher relationships which will reinforce to each student that there is a caring adult for every student at DHS.	Other	08/04/2014	05/22/2015	\$0	Administrators and Teachers
AMSTI	The Math Department at Deshler High School provides an opportunity for the students to work with current hands on activities to enhance student learning, therefore increasing student scores.	Academic Support Program	08/04/2014	05/22/2015	\$0	Math Department
Alternative School	The Alternative School at Deshler High School provides an opportunity for the student to continue working towards the College and Career Readiness Standards while in a very structured environment as a result of disciplinary action or as an alternative learning placement.	Behavioral Support Program	07/07/2014	05/22/2015	\$0	Administrators and Alternative School Teachers
Implementation of Departmental Meeting Strategies	Collaboration within the department to identify two strategies to help improve math benchmark scores.	Other	11/03/2014	05/22/2015	\$0	Administrators, Test Coordinator, Teachers

Accreditation Report

Deshler High School

Positive Reinforcement of Good Attendance	As a reward for excellent achievement and consistent attendance, students who meet the following criteria will have the option of taking or exempting a final exam in a particular class. *Four or less absences in a class with at least a "B" average, the class exam may be exempted. *Eight or less absences in a class with an "A" average, the class exam may be exempted. *Nine or more absences will disqualify a student from any exemption opportunity. The complete school year's attendance is utilized in determining exemption eligibility.	Behavioral Support Program	08/04/2014	05/29/2015	\$0	Administrators and Teachers
Implementation of Departmental Meeting Strategies	Collaboration within the department to identify two strategies to help improve reading benchmark scores.	Other	11/03/2014	05/22/2015	\$0	Administrators, Test Coordinator, Teachers
Total					\$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Quarterly CCRS Training	School representatives will attend the "Quarterly CCRS" training sessions. Training sessions provide information and resources relating to the implementation of the Alabama College and Career Readiness Standards, state assessments, and Alabama's 2020 Plan. Following the training sessions, representatives will share vital information with colleagues.	Professional Learning	08/04/2014	05/22/2015	\$1617	Teachers, Administrators, Trainers
Quarterly CCRS Training	School representatives will attend the "Quarterly CCRS for Math". Training sessions provide information and resources relating to the implementation of the Alabama College and Career Readiness Standards, state assessments, and Alabama's 2020 Plan. Following the training sessions, representatives will share vital information with colleagues.	Professional Learning	08/04/2014	05/22/2015	\$1455	All Math Teachers
Total					\$3072	