Accreditation Report

Bainbridge High School

Decatur County 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?

Bainbridge High School is located in the southwest corner of Georgia and has been serving the citizens of Decatur County for decades. Fully accredited by the Southern Association of Colleges and Schools since 1924, BHS is the only public high school in the county. In 2009 students and staff moved into a new state-of-the-art facility, of which the community is most proud. The campus occupies approximately 150 acres that includes a pond; wetlands; practice fields; and a tennis, baseball and softball complex. In addition to its main campus, BHS operates a Performance Learning Center (PLC) and a New Beginnings Learning Center (NBLC) at the school's previous location.

Bainbridge High School serves rural Decatur County which has a population of approximately 28,000 according to the 2010 census results. The community's racial makeup is approximately 42% African-American, 53% white, and 5% Hispanic. The education of the county's labor force is as follows: Graduate Degree, 4%; Bachelor's Degree, 6.4%; some college, 19.6%; high school diploma, 39%; and less than a high school diploma, 31%. Fifty-six percent of the families in Decatur County have children less than 18 years of age. Although the illiteracy rate in Decatur County has been reduced significantly in the last decade due to the efforts of the Certified Literate Community initiative and the Bainbridge College/DCS GED programs, there are many individuals who are still unable to read.

The community has a mix of service industry, manufacturing, and retail trade. Recently, a number of manufacturing plants have closed resulting in a 14% unemployment rate, an increase in the number of families receiving public assistance, and an increase in the number of students who need to work to help provide support. The school system remains the largest employer in the county. Twenty-four percent of the residents of Decatur County live below the poverty level. Generational poverty presents a number of educational challenges for Bainbridge High. The school system and Bainbridge College are both working to break the cycle of poverty and change the future for its citizenry.

The total enrollment at Bainbridge High School is approximately 1500. Although that enrollment is down slightly, the yearly trends remain relatively unchanged. The racial make-up of Bainbridge High School is 53% African-American, 40% white, 5.5% Hispanic, and 1.5% other. Although about 70% of the students system-wide receive free or reduced lunch, only 58.8% of the high school students receive free or reduced lunch.

BHS moved from Title I Targeted Assistance to a School-wide Program in 2009. Although BHS demonstrated growth in the graduation rate and in the academic performance of students in English Language Arts and Mathematics as noted in the AYP/CCRPI process, BHS was designated as a Focus School in 2012 due to the gap between Students with Disabilities (SWDs) and the white subgroup in the graduation rate.

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.

The vision for Bainbridge High School, like that of the system, is Excellence, Engagement, and Accountability for all. The mission is to empower all students to engage and succeed in a global society by providing rigorous and equitable opportunities, nurturing environments, sustained partnerships, college and career readiness and character development.

Through effective school system leadership and community and parental support, BHS has been able to adapt current curriculum and adopt additional programs. Enhanced course offerings, special programs, and resources for students of all abilities exist. Consistent with the school's purpose and beliefs, the following is a partial list of programs and offerings which enhance learning, provide rigor, build a more nurturing environment, and better meet the diverse needs of the student population.

--Expanded Advanced Placement classes that include English Language, English Literature, U.S. History, Government, European History, Human Geography, Psychology, Statistics, Calculus, Music Theory, and Environmental Science.
--Expanded Career Technology and Agricultural Education (CTAE) Classes allowing for 17 career pathways that include Agriscience, Agricultural Mechanics, Animal Science, Forestry/Natural Resources, Plant Science/Horticulture, Construction, Metals Technology, Administrative/ Information Support, Financial Management Accounting, Interactive Media, Early Childhood Education, Teaching as a Profession, Engineering, Nursing, Medical Services, Nutrition and Food Science, and JROTC
--The addition of multiple foreign language courses
--The addition of the Cats CONNECT program (Teachers As Advisors program)
--The addition of the STEM initiative
--21st Century Community Learning Center (providing before and after school enrichment, tutoring and credit/attendance recovery with transportation)
--A Performance Learning Center (providing students who are credit deficient, at-risk of not graduating, or who function best in a small learning environment with a family-like atmosphere and online/blended learning)
--A New Beginnings Learning Center (providing an evening alternative educational setting for students who may be credit deficient or have attendance or behavioral issues)
--Apprenticeship and Work Study programs for students of all abilities
--GA Virtual Course opportunities
--Dual Enrollment, ACCEL and Move On When Ready (MOWR) opportunities with Bainbridge College
--Free after school credit recovery and summer school
--Continuation of the Performing and Visual Arts
--Competitive sports that include football, basketball, baseball, softball, tennis, track, cross country, soccer, wrestling, swimming, golf and cheerleading
--More than twenty-five clubs, organizations or activities designed to engage students, promote service and develop leadership

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 in the past three years include: State Champions Boys Track, (2010), Girls Tennis State Runner-Up (2011); Region Championships - Boys Cross Country (2012), Boys Basketball (2010,2011), Boys Track (2010,2011), Girls Track (2010), Boys Tennis (2012), Girls Tennis (2010-2012); Quiz Bowl - Region Champions (2010,2011), National Championship Qualifier (2010-2012); US Service Academy Appointments - 3; All State Chorus, Honors Band; County STAR Student & Teacher (2010-2012); County Teacher of the Year (2011); State Apprentice of the Year (2010); University of Georgia Student Bar - 3 admitted; and
Georgia Laws of Life Essay Contest"BHS consistently has one of the highest number of recognized essays in the state (as determined by the number of Honorable Mentions per school) as well as one of the higher participation rates in the state.

In 2009, BHS moved into a brand new facility which allowed for the addition of four computer labs and a Science Technology Engineering and Mathematics (STEM) lab. There is wireless capability and students are allowed to bring their own technology for academic use. BHS received three Title IID technology grants in the past three years; STEM, Increasing Student Literacy, and Engaging AP Students through Mobile Handheld Devices.   The three grants provided a wealth of professional learning and technology tools including iPads, iPods, macbooks, graphing calculators, probeware, video-conferencing equipment, digital cameras, GPS devices, SMART boards, multimedia projectors and more.

In order to increase academic rigor, BHS added eleven Advanced Placement classes to the course offerings since 2006 and enrollment has increased significantly in the last three years. BHS also differentiated the science curriculum through the addition of pre-AP Physics, Plant Science/ Biotechnology, Animal Science/Biotechnology, General Horticulture/Plant Science, and Food Science. Students utilize pathways through CTAE classes which culminate in an end-of-pathway exam. BHS also expanded foreign languages through Rosetta Stone and expanded other curricular choices through Georgia Virtual School.

Special incentive programs have been developed to reward and honor students. New programs include the AP Bearcat Scholars (students who have successfully completed three AP classes) and the AP Bearcats of Distinction (students who have successfully completed at least five AP classes). BHS continues the CATS (Community Achievement Team of Success) to foster active community involvement with students, parents, teachers, and businesses as partners in attaining educational excellence. Among the components of the program are Purple Cards, Gold Cards, Honor Rolls, and Outstanding Bearcats. Parking privileges, t-shirts, candy and Bainbridge Bucks are some of the rewards. Students who log ten hours of community service and meet other eligibility requirements receive the Citizenship Award at Honor's Day. Other incentive programs are Academic Letterman and CTAE Pathways completers. Students who achieve high honors are recognized on the Bearcat Wall of Distinction. Teachers are also rewarded for perfect attendance each month by being able to eat off campus one day and they are entered into a county-wide drawing for the use of a new car for a month. BHS socials are held monthly to foster a positive climate and have resulted in an opportunity for the large faculty to fellowship and have fun.

Numerous BHS clubs and organizations provide extensive opportunities for students to be involved with community service in Bainbridge and the surrounding area. In recent years a number of new clubs such as the BASSCats, Golden Rule, and the Renaissance Club have been added. Clubs and activities with a community connection include Key/Kiwanis, Interact/Rotary, Leo/Lions, Anchor/Pilot, Cats for Youth/Family Connection, and Youth Leadership/Chamber of Commerce.

In order to build more effective, nurturing relationships and to develop quality character traits in students, Cats Connect (a Teachers As Advisors program) began in 2010. In Cats Connect, all certified staff advise a cohort of students for their four years of high school. Activities include but are not limited to character building, career exploration, college readiness, and community involvement. Advisors establish rapport, monitor student progress and provide mentoring to facilitate success. To further develop relationships, guidance counselors and administrators follow a cohort group until graduation.

There has been a dramatic increase in parent involvement. The Bearcat Brigade (Parent Teacher Support Organization) was formed in 2011. This group meets monthly and is comprised of school and community members. A system Parent Involvement Coordinator offers workshops in areas of need and BHS is developing a Parent/Student resource center that will be manned by parent volunteers. In January 2012, the Infinite Campus Parent Portal was opened where parents can track students' progress in attendance and grades. The school website allows parents to contact teachers and to view teacher websites through a centralized location. A school council made up of teachers, administrators, parents and business representatives has been quite active and routinely reviews and guides initiatives and operations.

The faculty and staff of Bainbridge High School have identified areas for improvement including increasing student engagement, providing instruction at higher depths of knowledge focusing on applications and transdisciplinary problem-solving, more effective analysis and utilization of data in modifying instruction, and more effective monitoring of instruction. The staff has been challenged to craft strategies to address the above and plans are currently in development or underway.

Additional Information

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

Anonymity is not acceptable at Bainbridge High School and the development of relationships is a priority. It is essential that each student has at least one adult advocate who provides support. BHS has been working to create learning environments that are not only rigorous and relevant, but also safe, secure, engaging, and caring for staff and students. Relationships not only facilitate better emotional health but are critical in the sharing and interchange of ideas and in fostering creativity. Relationships matter, whether a part of everyday classroom learning or in the learning that takes place in arts and music programs, clubs, and extracurricular activities. Ensuring that every student feels cared about, valued, and respected by the adults in the school is paramount.

The faculty also believes it is imperative to offer a wide variety of activities in order to provide a positive niche for each student and the majority of staff serve in an advisor, coaching or mentoring role. BHS is very proud of its successful athletic, extracurricular, and co-curricular programs. As the only public high school in Decatur County, the athletic teams, band, chorus, competition academic and CTAE teams, and JROTC represent not only the school but the entire community throughout the region, state, and nation. A wide range of clubs and organizations provide opportunities for community service, fellowship, and leadership development, and a number work with parent organizations on collaborative endeavors.

BHS could not provide such expansive offerings for students without the support of the community. In addition to more than thirty locally funded scholarships provided annually, there are a significant number of businesses that provide work-based learning opportunities and apprenticeships. Bainbridge Memorial Hospital hosts apprenticeship opportunities for students interested in pursuing careers in the medical field; Danimer and sister company Meredian, international companies in bioplastics, provide apprenticeships for students in biotechnology; multiple Agri-businesses and farmers provide youth apprenticeships and work-study opportunities ranging from agricultural engineering to crop production; and an array of retail, food-service, banking and other businesses employ students in areas of interest as a part of their course of studies.

Bainbridge High School is also proud of the accomplishments of its students. The graduation rate has increased significantly over the past decade; students with disabilities have become more involved, taken leadership roles and, in conjunction with JROTC, have led recycling efforts; region and state championships have been won; and graduates are enrolled in prestigious universities including the US Military Academy and Harvard.

Self Assessment

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 2.33

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•Purpose statements - past and present •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Minutes from meetings related to development of the school's purpose •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice.	•Survey results •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •The school's statement of purpose	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	•The school data profile •Survey results •Communication plan and artifacts that show two-way communication to staff and stakeholders •Agenda, minutes from continuous improvement planning meetings •The school continuous improvement plan	Level 2

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

In order to maintain and communicate a purpose and direction committed to high expectations for learning, several meetings were held related to the development of the school's purpose. These meetings included representatives from all stakeholder groups. During these meetings, beliefs were discussed, ideas brainstormed, and the wording of our school's purpose was carefully selected to include the success of all students. Communication of the school's purpose is done through a posting of the mission statement in the school lobby and in all classrooms, on the school website, and in the student handbook.

The faculty and staff attend biweekly study groups in which our commitment to shared values and beliefs about teaching and learning is evident through the topics discussed. There is also a leadership team comprised of administrators, all department heads, and academic coaches, which meets bi-weekly to discuss values and beliefs and the implementation of initiatives designed to carry out the mission. Bainbridge High School offers challenging educational programs and equitable learning experiences so all students can achieve a high degree of learning, thinking, and life skills. BHS offers 11 Advanced Placement courses, STEM programs and projects, work-based learning, apprenticeship opportunities, and Jobs/Georgia Work Ethics and Community Learning courses. Programs have been developed to help students gain experience and responsibility. For example, a special needs class has developed a recycling program. Every two weeks the students gather cans from the teachers' classrooms and sell the aluminum to provide supplies and rewards for the special needs classroom. The JROTC program also organizes the school's paper recycling program.

The School Improvement Plan is monitored regularly and revised annually by department heads, academic coaches, administrators and other stakeholders. This school improvement plan maintains a profile with data on student and school performance. This data is used to develop the annual goals that are aligned with the school's purpose. The School Improvement Plan contains an action plan that identifies measurable objectives, strategies, activities, resources, and a time line for achieving improvement goals.

In purpose and direction, areas of strength are a mission statement which was developed by all stakeholders which promotes rigorous and equitable opportunities for all students in a nurturing environment with sustained partnerships. To sustain our area of strength, we have Cats Connect to provide a nurturing environment. We have implemented the Common Core, Advanced Placement, STEM projects and are using more technology in the classroom to promote rigorous and equitable opportunities. An area which needs improvement is that all students are not engaged in all classes. Staff are currently working toward more student engagement through differentiation, adding more student

choice, providing better feedback, using more performance-based tasks, designing a BYOT initiative, and aligning depth understanding and the application of knowledge and skills. Administrators are conducting frequent walk-through evaluations to provide feedback for teachers on what practices are effective and on those that need improvement.

Standard 2: Governance and Leadership

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

Overall Rating: 3.17

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•School handbooks •Governing body policies, procedures, and practices •Communications to stakeholder about policy revisions •Staff handbooks •Student handbooks	Level 3

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.	•List of assigned staff for compliance •Proof of legal counsel •Governing body minutes relating to training •Historical compliance data •Governing body training plan •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •Assurances, certifications •Communications about program regulations •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Findings of internal and external reviews of compliance with laws, regulations, and policies	Level 4

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.	•Stakeholder input and feedback •Roles and responsibilities of school leadership •School improvement plan developed by the school •Communications regarding board actions •Maintenance of consistent academic oversight, planning, and resource allocation •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 align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions in support of the school's continuous improvement plan •Examples of decisions aligned with the school's statement of purpose	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders 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' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	•Communication plan •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan	Level 3

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 criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.	•Governing body policy on supervision and evaluation •Representative supervision and evaluation reports •Job specific criteria	Level 2

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

The governing body at Bainbridge High School establishes policies and support practices that support the school's purpose and direction to ensure the effective operation of the school. One area of growth is the alignment of decisions and actions towards continuous improvement by all personnel. To increase shared decision making, the staff at Bainbridge High school attend study group meetings bi-monthly to receive training, instructional support, assess student data, and collaboration to evaluate the needs and goals of the school.   Decatur County board policy requires that all certified staff members receive ten hours of staff development every five years. This policy is aimed at providing teachers with new and inventive methods for increasing student engagement and achieving a higher depth of knowledge.

The informal use of Class Keys (teacher evaluation instrument) as a self assessment and professional growth tool has assisted teachers in goal setting. Adding PD 360 (online professional learning) has helped to meet the needs of teachers through on-time, on-demand access to video training. The recent addition of Obs360 now allows leaders to conduct electronic walkthroughs, provide immediate feedback, and embed video links to improve teaching and learning - an area that has been in need of improvement. Reporting tools in Obs360 and use of the growth model in SLDS will assign leaders in carefully analyzing supervision and evaluation results to improve practice and facilitate student learning.

Decatur County Schools is fortunate to have a Board of Education (BOE) that provides autonomy to the leadership team to manage the daily operations of the system and schools. The current BOE adopted the Georgia Code of Ethics that were developed in recent years and are actively seeking additional professional learning on topics such as understanding student achievement data. The BOE policy manual has been recently revised and is now available to all on the web. The BOE, system and school leadership teams are clearly focused on student achievement, educator effectiveness, quality facilities, and customer service.

BHS leaders 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. To increase stakeholder feedback, parents and community members attended various work sessions with school leaders to help determine the goals and needs of the school in developing the school's improvement plan. The school council, which consists of faculty members, parents, and business representatives, meets monthly with school leaders to provide meaningful feedback on how to improve student performance, build student relationships, and provide support for the faculty and the staff. The formation of the Bearcat Brigade, a parent-teacher volunteer group, has helped create a strong sense of community and ownership of the school. The Bearcat Brigade provides various opportunities for parents, staff, community members, and students to become involved in school events. For the first time in over a decade, BHS hosted a Homecoming Dance, held community pep rallies, and had an increase in students attending Prom.

Areas that remain on the improvement list are leadership and staff supervision and evaluation processes. Although practices are in place to monitor professional practices and student success, they have not been regularly implemented. The addition of Obs360 is aimed at monitoring and effectively adjusting professional practice to improve student learning. Reports are reviewed by leaders and evaluations are being more closely monitored by system leaders.

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: 2.5

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.	•Learning expectations for different courses •Representative samples of student work across courses •Survey results •Course schedules •Lesson plans •Posted learning objectives •Enrollment patterns for various courses •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.	•Lesson plans aligned to the curriculum •Surveys results •Common assessments •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Curriculum writing process •Products – scope and sequence, curriculum maps	Level 2

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 sometimes 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 groups of students when necessary. 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.	•Professional development focused on these strategies •Findings from supervisor walk-thrus and observations •Agenda items addressing these strategies •Examples of teacher use of technology as an instructional resource •Interdisciplinary projects •Surveys results •Student work demonstrating the application of knowledge •Examples of student use of technology as a learning tool	Level 2

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 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.	•Recognition of teachers with regard to these practices •Surveys results •Peer or mentoring opportunities and interactions •Curriculum maps •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs	Level 2

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.	•Examples of improvements to content and instructional practice resulting from collaboration •Survey results •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project	Level 2

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.	•Survey results •Examples of learning expectations and standards of performance	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.	•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Professional learning calendar with activities for instructional support of new staff • Survey results •Records of meetings and walk thrus/feedback sessions	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, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning pgoress.	•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •Survey results •Calendar outlining when and how families are provided information on child's progress •Volunteer program with variety of options for participation	Level 4

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.	•Master schedule with time for formal adult advocate structure •Curriculum and activities of formal adult advocate structure •List of students matched to adult advocate •Survey results •Description of formal adult advocate structures	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.	•Sample report cards for each grade level and for all courses •Survey results •Policies, processes, and procedures on grading and reporting •Samples communications to stakeholders about grading and reporting •Evaluation process for grading and reporting practices	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.	•Survey results •Results of evaluation of professional learning program. •Evaluation tools for professional learning •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and school purpose and direction	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	•Data used to identify unique learning needs of students •Survey results •Training and professional learning related to research on unique characteristics of learning •List of learning support services and student population served by such services	Level 2

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

Areas of strength are in engagement of families, student advocacy, equitable and challenging curriculum, ethical grading and reporting, and professional learning. BHS is sustaining family engagement through a parent resource center, frequent informational meetings with the parent involvement coordinator, training sessions on pertinent topics, and the Bearcat Brigade. Parents can stay informed of their children's learning progress through the use of the parent portal on Infinite Campus, and they can reach their children's teachers through the school's website. Many teachers maintain websites on which parents can view instructional guides, important dates, and materials with which they can help their children acquire knowledge.

Staff are ensuring that are each student is well known by at least one adult advocate through programs such as Cats Connect (where an advisor follows a cohort group through their high school career), LIFT (Locked In, Following Through) for our at-risk students who have certain challenges which must be met in order for them to succeed at BHS and in the adult world. Through LIFT, students have an adult figure who they trust and to whom they can confide. Guidance counselors and administrators follow their cohort group from freshman year through graduation.

BHS offers Advanced Placement courses, STEM, Work-Based Learning, Rosetta Stone, E2020 online courses, Georgia Virtual School courses, apprenticeship opportunities, and Jobs/Georgia Work Ethics and Community Learning courses. These programs provide many

opportunities for an equitable and challenging curriculum. These courses ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.

Math and Science have used common assessments for years with English and Social Studies coming onboard more recently. Common assessments reflect the content knowledge and skills which students need for mastery and allow for analysis of both curriculum and instructional strengths and weaknesses. Within departments, grades are given using a system of common weighting. Although implemented with varying degrees across the school, standards-based grading has been researched and tested.   The Math Department consistently uses grade replacement where a student who performs better on a major concept when it is retested has the earlier grade replaced by the more recent evidence of mastery. Although noted as a strength, more consistency in standards-based grading is planned.   As a part of the ongoing improvement plan, staff participate in a continuous program of professional learning by attending study groups bi-monthly during their planning periods, periodic faculty meetings, and by having access to PD-360. Staff members are given the opportunity to attend webinars, workshops and conferences in areas of interest or need.

Using stakeholder feedback and internal ratings, areas in need of improvement are the adjustment of curriculum, instruction, and assessment based on data; additional instructional strategies to engage students; monitoring of instructional practices; teacher collaborative learning; teacher implementation of the school's instructional process; mentoring, coaching, and induction programs to improve instruction; and learning support services for students.

In order to improve these areas, staff need to use data more to adjust curriculum/instruction and teachers need to be monitored more frequently to improve instruction. Teachers have been trained in the use of SLDS in order to access data for their students and leaders were shown how to compare data throughout the school. Monitoring of teachers is occurring more frequently by informal administrative walk-throughs and feedback from these observations. By using the Obs360 tools, teachers can be sent videos to watch that can help improve areas of need.

Teachers are also being trained to use the A-3 program more efficiently and effectively. Determining student strengths and weaknesses is imperative in determining the effective interventions that must be used for optimum learning. A-3 allows teachers, support staff and leaders to work collaboratively to meet the needs of the students.

In order to improve instruction, teachers are being trained in Depth of Knowledge"a process to ensure that instruction and assessment are well-aligned to the rigor of the standards. In STEM teachers are collaborating on transdisciplinary units and using technology as instructional resources and learning tools. Macbooks and iPod Touches are being utilized in AP courses and the eleven individuals who attended the Georgia Educational Technology Conference in November of 2012 have a redelivery planned for the next professional learning day. Teachers are also collaborating in the implementation of CCGPS and preparing for the PARCC assessments coming in the not-too-distant future. Staff will be using data from Obs360 reports to design lesson that increase student engagement. One such strategy to be implemented is more student directed and less teacher directed instruction.

New teachers are paired with veteran teachers as mentors to develop teaching techniques which are consistent with the school's values and beliefs about teaching, learning, and the conditions which support learning. Although few or no new teachers have been hired in recent years, the system is developing an induction program to strengthen this area. Learning support services are provided for special populations of students through our ESOL program, gifted and A.P. programs, and our special education programs. Each is being evaluated with plans crafted to address weaknesses. BHS is implementing the LIFT program to provide learning support, mentoring, and relationships to students who were identified as at risk academically and socially. Although LIFT is in its infancy, it has promise as a successful practice.

Standard 4: Resources and Support Systems

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

Overall Rating: 2.43

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	•Assessments of staffing needs •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff •School budgets for the last three years	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are 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.	•School schedule •Survey results •Examples of efforts of school leaders to secure necessary material and fiscal resources •School calendar •Alignment of budget with school purpose and direction	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.	•Survey results •Documentation of compliance with local and state inspections requirements •Records of depreciation of equipment •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes •System for maintenance requests	Level 3

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.	•Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Data on media and information resources available to students and staff •Survey results •Budget related to media and information resource acquisition	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 most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Policies relative to technology use •Survey results •Assessments to inform development of technology plan	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	•Social classes and services, e.g., bullying, character education •Survey results •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •List of support services available to students	Level 2

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 endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	•Description of referral process •List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Description of IEP process	Level 2

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

For standard 4, our areas of strength include sufficient resources (instructional time, material resources, and fiscal resources) and maintaining services and equipment for a safe, clean and healthy environment for all students and staff .

As a faculty, we protect instructional time by limiting interruptions to maximize classroom instruction. The BOE does an excellent job making sure teachers have the appropriate resources and materials to optimize instruction. Even though the budget is tight, we have obtained several grants to supplement our fiscal resources. The janitorial staff has been restructured and their work hours are flexible to accommodate the time required to maintain a clean and healthy facility. Maintenance concerns are dealt with in a timely manner and grounds are maintained and beautified on a regular basis using both regular staff and student workers.

For standard 4, areas in need of improvement are sufficient staff; use of media to support school's educational programs; technology infrastructure; support services for physical, social and emotional needs of the student; and counseling services. Sustained fiscal resources are limited to fund positions critical to achieve the purpose and direction of the school. As a result, class sizes are large, and furlough days are still being implemented.   The BOE recently adopted a 3 mil increase to stop the staff cuts and begin the process of healing.

The current infrastructure does not support full scale WiFi, so students cannot use personal electronic devices to access the Internet. However, teachers are receiving training in different types of media/technology to support the school's educational programs. Grants have provided additional technology to teachers and an additional computer lab which provides access to 35 cloud computers was recently added.

Fifty percent of the library budget was used for e-books this year. BHS is currently researching, visiting programs, attending workshops and planning for the launch of a BYOT initiative in the fall of 2013. ESPLOST funds will help address WiFi needs and other technology areas identified during the needs assessment process.

School personnel are more involved in providing for the physical, social, and emotional needs of the students. There are two social workers who work with the students/families of the county; the faculty is polled monthly for students that qualify for assistance under the McKinney-Vento Homeless Assistance Act; and the school collaborates with the Samaritan Counseling Center, Vashti Center for Children and Families, and the Sycamore Center. Students and parents may request confidential, individual conferences with school counselors and the Guidance Department is developing a plan to address stakeholder concerns. The Cats Connect program and the LIFT program provide students with mentors and confidants. Student needs are also addressed when developing SSTs, 504s, and IEPs.   High school, college and career planning are coordinated through the guidance counselors. Individual and group conferences with counselors assist students in planning their high school program (4 year plan) and in planning toward post secondary options in both college and workplace settings. Cats Connect lessons deal with post-secondary options for students as well as social issues that are pertinent to teens today.

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: 2.6

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.	•Evidence that assessments are reliable and bias free •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Survey results •Documentation or description of evaluation tools/protocols	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.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •Survey results •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	Level 2

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.	•Professional learning schedule specific to the use of data •Survey results •Documentation of attendance and training related to data use	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Examples of use of results to evaluate continuous improvement action plans •Agendas, minutes of meetings related to analysis of data •Student surveys •Evidence of student readiness for the next level •Evidence of student success at the next level •Evidence of student growth •Description of process for analyzing data to determine verifiable improvement in student learning	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor 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 and in appropriate degrees of sophistication for all stakeholder groups.	•Executive summaries of student learning reports to stakeholder groups •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Minutes of board meetings regarding achievement of student learning goals	Level 4

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.

For standard 5, areas of strength include a clearly defined and comprehensive student assessment system and leadership monitoring and communication of information about student learning, conditions that support learning, and the achievement of school improvement goals to stakeholders.

School personnel maintain and use an assessment system that produces data from state mandated standardized tests (EOCT, GHSWT,

GHSGT), locally developed benchmark tests, and common assessments within departments. The plan regarding student learning, conditions that support learning, and achievement of school improvement of school improvement goals is communicated through monthly school council meetings, newspaper articles, the school website, and study groups.
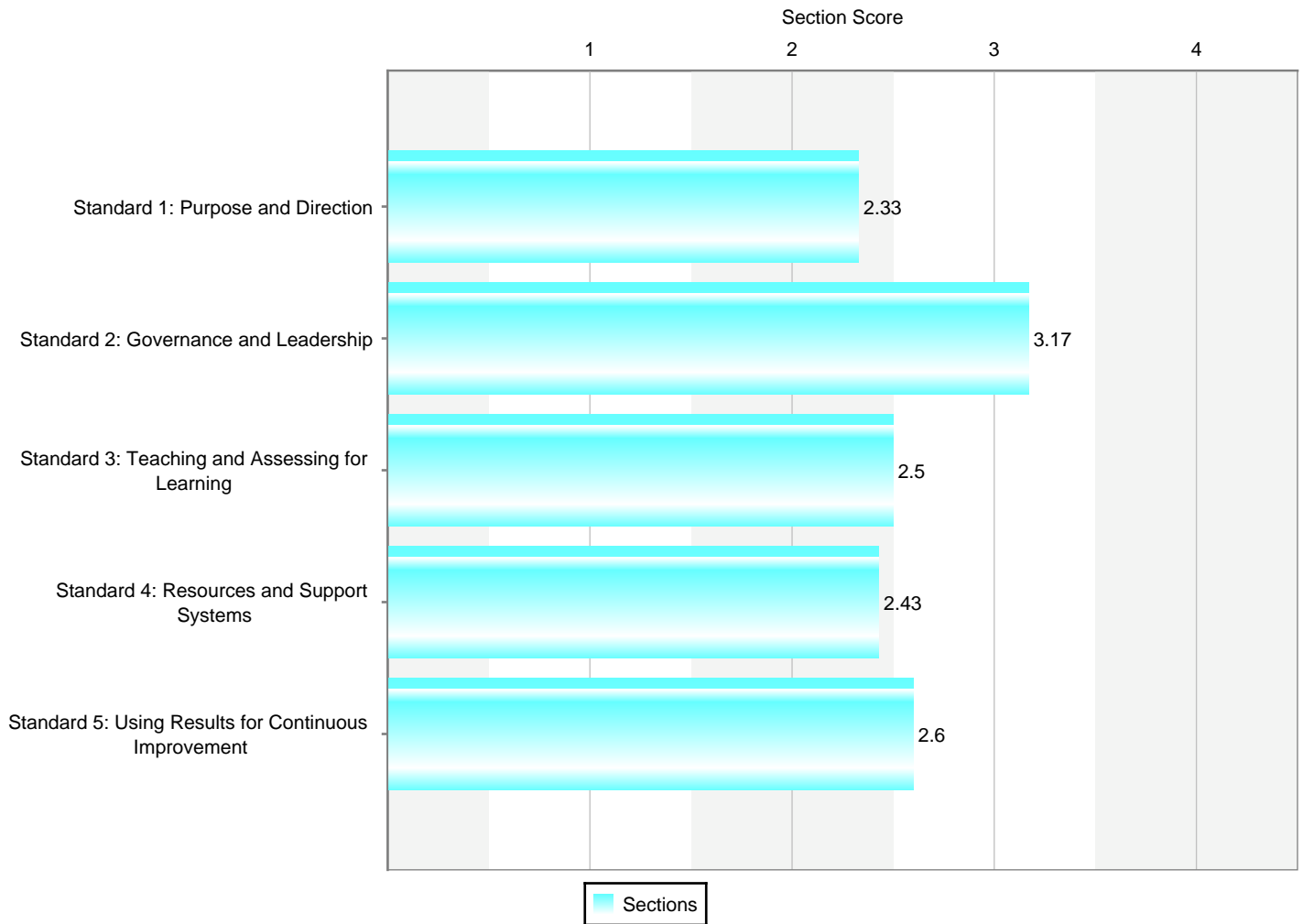
For standard 5, areas in needs of improvement are the collection and use of data, training in use of data, and the determination and verification of student learning and success at the next level.

Although data is continuously obtained, it is not consistently used to improve instruction and to evaluate programs. Data is not used frequently enough for comparison to establish trends that provide a comprehensive and complete picture of student learning, instruction, and effectiveness of programs. Continued use of the SLDS in conjunction with the newly developed Student Growth Model can strengthen this area.

In addition, BHS is working toward engaging all faculty in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level. Through study groups, faculty is being trained in the use of SDLS and A3 in order to use available data in increasing student achievement. Having paraprofessionals work with co-teachers in the use of SLDS data will assist in their professional learning, as well. ClassKeys have been administered, and this data will be used to drive instruction and instructional programs. SLDS and the Growth Model, in conjunction with the Learning Criteria tracking, will assist BHS in monitoring and measuring progress on the college and career readiness performance index. Creation of A-3 protocols will also help staff to determine the effectiveness of interventions and provide a consistency that is currently lacking. Finally, use of the reporting tools in Obs360 will help track and quantify data on instructional strengths and weaknesses in order to tailor professional learning and monitor progress.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Standard 1: Purpose and Direction — 2.33

Standard 2: Governance and Leadership — 3.17

Standard 3: Teaching and Assessing for Learning — 2.5

Standard 4: Resources and Support Systems — 2.43

Standard 5: Using Results for Continuous Improvement — 2.6

Sections

Assurances Report

AdvancED Assurances

Assurance	Certified	Comment/Attachment
The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes	
The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	
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	School Improvement Plan 2013.doc
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	School Safety Plan_2012-13.doc School Safety Plan_2012-13.doc
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	

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.

Assessment Scores

Label	Question	Value
1. Quality Score	Enter the average assessment quality score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
2. Alignment Score	Enter the average assessment alignment score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
3. Disaggregation/Analysis Score	Enter the average disaggregation/analysis score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
4. Student Results Status Score	Enter the average student results status score from the Student Performance Worksheet.	12.0

Label	Question	Value
5. Improvement Score	Enter the average improvement score from the Student Performance Worksheet.	4.0

Label	Question	Value
6. Overall Student Performance Score	Enter the average overall student performance score from the Student Performance Worksheet.	28.0

Areas of Notable Achievement

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

BHS has experienced a steady rise in physical science scores on the EOCT over the past few years. From 2009 to 2011, Bainbridge High School surpassed the state average by a significant margin. Although the overall scores in physical science decreased in 2012, there was a significant increase in the number of students exceeding. The area of U.S. History also saw a significant improvement in recent testing. BHS scores were 5% higher in the number meeting and exceeding standard than the state average and 8% higher than BHS students from the previous year.

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

Rising scores in Economics and U.S. History have created a positive trend. Although scores are still below the state average, Economics has continued to improve scores from 2010-2012. U.S. History also continues to improve each year and has also closely matched or exceeded the state average from 2010-2012. Likewise, Physical science has continued to improve. More Bainbridge High School students taking the physical science test continue to make exceeding scores than other students in the state.

Which area(s) indicate the overall highest performance?

Students have the highest performance scores in Ninth Grade Literature and American Literature. Students are performing at 80% or higher, matching or exceeding state levels. Increasing U.S. History scores have also exceeded state levels and have continued to rise since 2010. As noted previously, students are also performing well in physical science, continue to score above state levels and have a higher percentage of students exceeding than their counterparts across the state.

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

The students with disabilities, black and white subgroups, show a trend in increased performance in the area of social studies. Students with disabilities also showed an increase in performance in both Math I and Math II from 2010-2012 , even when the number of students testing doubled.

Between which subgroups is the achievement gap closing?

The most significant narrowing of the gap is between the black and white subgroup in U.S. History . The achievement gap was also narrowed 12 % between SWD and whites in Math I from 2010-2012.

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

Students receiving passing or exceeding scores on standardized tests are closely matched with the course pass rates and grade percentages. Math continues to be an area of concern. Math has the lowest course pass rate and the lowest EOCT scores. All of the findings are consistent with data from other sources.

Areas in Need of Improvement

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

Math continues to perform below expected levels of performance. Findings show that there has been no significant improvement in student performance overall. Students are also performing below the state average in Economics. Although students have shown a positive trend and scores are increasing each year, scores remain below the state average.

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

The only significant decrease in scores occured on the Physical Science EOCT in 2012. Whether that is a trend or an anomaly is yet to be determined. Although math scores have increased slightly, BHS students have not kept pace with their regional and state counterparts.

Which area(s) indicate the overall lowest performance?

Students continue to perform the lowest in math. Math scores are consistently lower that the state average and scores have not significantly improved between 2010-2012. Math courses also have the lowest level of students passing and analysis shows a consistency between failures in the course and on the state assessment. Bainbridge High School is continuing to address this concern by increasing the level of student engagement, implementing the Flexible Learning Plan, incorporating depth of knowledge, using more real world tasks relevant to the lives of students, and working on a regularly scheduled basis with the School Improvement Specialist and RESA math consultant.

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

Overall, SWD scores have decreased except in the area of math. In the area of English, SWD scores decreased from 2010-2012, ninth grade literature saw a 10% decrease and American literature saw a 13% decrease. It is noted however, that part of the decline in scores can be attributed to the increase in the number of students testing. Between 2010 and 2012 the number of SWD students taking the test doubled. For example, the number of SWDs taking EOCTs in ninth grade literature went from 19 in 2010 to 46 in 2012. The small subgroup size of SWDs can add volatility to scores.

Between which subgroups is the achievement gap becoming greater?

The only significant widening of the gap is between the black and white subgroups in Math II. The white subgroup improved whereas the black subgroup showed no significant change.

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

The findings above are consistent with data from benchmark assessments, SLDS, teacher assessments, and the school improvement data.

As an example of teacher assessments, grades in math courses and grades on math EOCTs have the highest failure rates with both performing below expectation.

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.

Criteria for Assessing Stakeholder Feedback

Statement or Question	Response	Evidence	Rating
Select the rubric level obtained from the Stakeholder Feedback Worksheet.	Level 3: Minimum response rate was met. All surveys had an average item value of 3.20 or above (on a 5.0 scale).	•Evidence of survey responses •Evidence of survey response rates	Level 3

Areas of Notable Achievement

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

The survey results for all stakeholders showed that staff, parents, and students believe that Bainbridge High 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 (Standard 1.1).   Surveys also indicated that stakeholders agree that teachers do a great job of informing students of learning expectations and standards of performance (3.6). Finally, Bainbridge High School provides its students and staff with a wide variety of media and information resources (4.4).

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

Since there were no Advanc-Ed surveys administered prior to Spring 2012, staff looked for trends on the Decatur County Balanced Scorecard surveys from 2011 and 2012. There was an increase in satisfaction in the following areas: maintained the clear focus on academic learning and success, high expectations for academic performance, and the use of variety of strategies and learning opportunities to help students learn.

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

There was a positive trend in which stakeholders believed their student had a clear focus on academic learning and success. Another positive trend was that teachers had high expectations for academic performance. Finally, stakeholders believed teachers use a variety of strategies and learning activities to help students learn. A negative trend was that there was lack of parent involvement training and volunteer opportunities. Another negative trend was a lack of respect among stakeholders (at school and with support personnel).

Areas in Need of Improvement

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

According the survey results, stakeholders would like for BHS to engage families more in their children's education and to keep parents better informed of their children's learning process (3.8). Students and staff believe that students need to be more engaged in the classroom by teachers using different instructional methods and differentiated learning expectations (3.3). One note of interest is that the staff sees a need to increase the monitoring of the curriculum, instructional methods, and types of assessments and to adjust them accordingly (3.2).

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

 A negative trend was noted in the lack of parent involvement training and volunteer opportunities. Another negative trend was a lack of respect among stakeholders (at school and with support personnel).

What are the implications for these stakeholder perceptions?

One implication is the need for additional parent involvement and training opportunities. The Parent Community team can continue to review findings, determine areas of interest/need, plan a variety of communication strategies to advertise offerings, plan offerings at varied times, and determine additional ways to increase attendance. Another implication is that students and stakeholders would feel more respected if stronger relationships were built.

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

A negative trend seen in the Balanced Scorecard was the lack of parent involvement training and volunteer opportunities. Another negative trend was a lack of respect among stakeholders (at school and with support personnel). Those findings were consistent with feedback from other sources.