Self Assessment

Mattie Thomas Blount High School

Mobile County Board of Education

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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.	•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.	•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

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.	•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	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.

Areas of Strength…

In the evaluation of how 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, the AdvancED standard one committee identified a number of areas of strength. Indicator 1.1 scored strongly with our faculty and the committee. Our mission/purpose statement clearly focuses on student success. The administrators and teachers work together to ensure that our parents, students and the community at large are aware of our goals and mission. Process and procedures are displayed on the school's website, verbalized daily over the intercom, communicated to our parents by the automated caller, and newsletters. Also, administrators and teachers meet with students and parents in small groups, by grade levels, or whole assemblies providing information pertinent to high expectations for learning as well as shared values and beliefs about teaching and learning. Additionally businesses and business partners are invited to speak with students about opportunities they have to offer. Through the Academies and Career and Technical Education Department, students are given the opportunity to receive workforce credentials as required by the Alabama State Department of Education for industry certification and graduation. Furthermore, through membership in Career Tech Student Organizations (CTSOs), students meet with peers in other counties and other states to compete in their chosen pathway. Students also service the community by working with our feeder pattern schools.

Our faculty and committee also identified indicator 1.3 as an area of strength. A continuous improvement process is currently in place through our school improvement goals. Our ACIP committee members meet to discuss and document the progress of achieving these goals. Our ACIP is comprised of administrators, department leaders, members from Central Office, students and parents. We conduct monthly data meetings and monthly Problem Solving Team (PST) meetings.

Actions to Sustain the Areas of Strength

To sustain the strength of how 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, the committee suggests continued use of the website, newsletters, automated caller and small group conferences.

To sustain the strength of how the school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning, the committee suggests the continued implementation of the monthly data and PST meetings as well as the quarterly ACIP meetings. Furthermore, the committee suggests the current support that we have in place for our intervention block to increase our student achievement data on the ACT, ACT Aspire, ACT Workkeys and Kuder.

Areas in Need of Improvement
The committee and faculty identified an area of improvement related to the school 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. It was indicated that there is a need to increase rigor in the classroom.It is our goal to meet the needs of our students. Thus, teachers will continue to work together to effectively use the curriculum framework and research-based instructional strategies.

Actions to Improve Areas in Need of Improvement

The committee believes that Blount High School can continue to increase the level of rigor in the classroom by providing ongoing professional development in the data meetings, workshops, and daily observations and feedback from administrators.

Standard 2: Governance and Leadership

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

Overall Rating: 2.83

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 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.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•Assurances, certifications •Governing body training plan •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics	Level 3

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 protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	•School improvement plan developed by the school •Maintenance of consistent academic oversight, planning, and resource allocation •Survey results regarding functions of the governing body •Agendas and minutes of meetings	Level 3

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 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 sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	•Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses	Level 2

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.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Job specific criteria •Representative supervision and evaluation reports	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.

Areas of Strength

In the evaluation of how the school operates under governance and leadership that promote and support student performance and school effectiveness, the AdvancED standard two committee identified the following indicators as areas of strength:

2.1 - The governing body establishes policies and support practices that ensure effective administration of the school.

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.

2.4 - Leadership and staff foster a culture consistent with the school's purpose and direction.

All stakeholders are in agreement that the local school administrative governing body effectively creates and efficiently executes the school processes and procedures that align with the school's mission statement and purpose. The governing body of local school officials share

leadership responsibilities with faculty and staff members to ensure professional growth and student achievement. Blount High School has its own school improvement plan targeting the needs of our students and allocating money and resources to those areas where data shows as areas of opportunities. Our leaders consistently support innovation, collaboration, and professional growth. Furthermore, our teachers encourage, support and expect the highest performance from our students.

Actions to Sustain the Areas of Strength

To sustain the strength of how the school operates under governance and leadership, the committee suggests continued use of the implementation of the school improvement plan that will target the needs of our students. The members also recommend that our governing body officials continue to communicate the school's processes and procedures to faculty, staff, students, and parents.

Areas in Need of Improvement

In the evaluation of how the school operates under governance and leadership that promote and support student performance and school effectiveness, the AdvancED standard two committee identified Indicator 2.5, which asks if the leadership engages stakeholders effectively in support of the school's purpose and direction, as an area in need of improvement.

Actions to Improve Areas of Need Improvement

In order to improve how leadership engages stakeholders effectively in support of the school's purpose and direction, greater efforts should be made to ensure that all stakeholders are continuously fully aware of all processes that assist in student achievement. We will continue to communicate effectively with all stakeholders and provide them with opportunities to participate in the decision-making process at Blount High School. In addition,we will continue to utilize the feedback from the surveys.

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: 2.75

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.	•Survey results •Lesson plans •Graduate follow-up surveys •Course schedules •Course descriptions	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.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •Common assessments •Standards-based report cards •Surveys results •Lesson plans aligned to the curriculum	Level 3

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.	•Teacher evaluation criteria •Agenda items addressing these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Findings from supervisor walk-thrus and observations •Surveys results	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.	•Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Surveys results •Administrative classroom observation protocols and logs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes 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 occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	•Agendas and minutes of collaborative learning committees •Survey results	Level 3

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.	•Examples of learning expectations and standards of performance •Samples of exemplars used to guide and inform student learning	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	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 their children's education are available. School personnel provide information about children's learning.	•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	Level 2

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.	•List of students matched to adult advocate •Survey results	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.	•Survey results •Sample report cards for each grade level and for all courses •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.	•Results of evaluation of professional learning program. •Evaluation tools for professional learning •Survey results •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 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.	•Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students	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.

Areas of Strength

In the evaluation of how our school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning, the AdvancED standard three committee identified a number of areas of strength. Indicator 3.1 scored strongly with our faculty and the committee. Our teachers use curriculum and learning experiences in each course/class to provide all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills. Students are scheduled with course and graduation requirements in mind. The core courses offered, such as ELA and Math, follow curriculum that is established at the district level and created by teacher committees following guidelines presented to them by supervisors at the district level. These curriculum guides and instructional designs can be found through the county website as well as through our system's Share Drive. Our school's Academies also follow curriculum guides and instructional designs provided to them through their own supervisors and/or specific programs, i.e. Health Careers Access Program (HCAP), JROTC, etc. Our teachers' lesson plans are guided by the curriculum pacing guides and are required to be turned in to administration each week for review. The curriculum guides and instructional designs also lead/assist teachers in creating common assessments to monitor understanding and progress of students in the classroom. The results of these common assessments are used as data for teachers and staff to identify and monitor success and failure rates in the classroom, which lead to better services for students in need, i.e. Problem Solving Team (PST), After-School Tutoring, Credit Recovery, etc.. Teachers also use STAR Progress Monitoring and Periodic Aspire Assessments to guide student course selection and instruction in the classroom as well.

Our faculty and committee also identified indicator 3.10 as an area of strength. Our 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 and are consistent across grade levels and courses. Teachers use the district mandated reteach-retest policy which states that if 70% mastery is not achieved by individual students or an entire class, the objective must be retaught and retested. The teachers also follow the district mandated 60-30-10 policy for grading percentages in their INOW gradebooks (60% for major grades, 30% for minor grades, and 10% for homework/bellringers). Our teachers communicate these policies through syllabi, parent/student contact, progress reports, and the school's website. Teachers also track failure rates and utilize Mandatory Parent Conferences for failing students. This tracking allows teachers and administration to provide services for students in need of assistance. Teachers' INOW gradebooks are available for administrative and district office review.

Actions to Sustain the Areas of Strength

To sustain the strength of curriculum, instructional design, and assessment practices, the committee suggests continued use of established curriculum and learning opportunities that will continue to develop student learning, thinking and life skills. Teachers should continue to

support the curriculum in the school through further development and refinement of curriculum in core classes, elective classes, and academy classes.

To sustain the strength of grading and reporting practices, the committee suggests the continued use of standing policies and procedure, as well as the continuation of data collection on failure rates and with the continued communication with students and parents.

Areas in Need of Improvement

The committee and faculty identified an area in need of improvement related to the mentoring, coaching and induction programs. It was indicated that there is a need to increase the number of programs and participants in the mentoring, coaching and induction programs that are consistent with school's values and beliefs about teaching, learning and the conditions that support learning.

Actions to Improve Areas in Need of Improvement

The committee believes that BHS can continue to improve the mentoring, coaching and induction programs at the school for new and transferring faculty and staff by providing professional development that is consistent with the school's continuous improvement plan. The plan focuses on Aspire and ACT preparation for students through the professional development provided for the faculty. This continued support for teachers will increase the implementation of instructional practices and data usage in the classroom which will in turn facilitate the improvement of student performance in the classroom and on the ASPIRE and ACT.

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.	•School budgets for the last three years •Survey results •Documentation of highly qualified staff	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.	•Survey results •School schedule •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.	•Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •Safety committee responsibilities, meeting schedules, and minutes	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.	•Survey results •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.	•Technology plan and budget to improve technology services and infrastructure •Survey results •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.	•Student assessment system for identifying student needs •Survey results •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education	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.	•Survey results •Description of IEP process •Description of referral process •Collaboration Document for Special Needs Students	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.

Areas of Strength

In the evaluation of how 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, the AdvancEd standard four committee identified a number of areas of strength. Indicator 4.2 scored strongly with our faculty and the committee. The committee found that instructional time, material resources, and fiscal resources are sufficient. Blount High School Intervention Period, the 45 minute block, is used primarily for enrichment and remediation. It protects instructional time by decreasing the number of interruptions during the day due to pep rallies and class meetings. It also gives time to prepare the students for various assessments such as ACT Aspire, ACT, ACT Work keys, and ACT plus writing.

Our faculty and committee also identified indicator 4.5 as an area of strength. High survey results along with examination of the media allocation plan indicate that the media program provides a wide range of resources that support all educational programs. Blount High School has made substantial progress over the last several years in terms of technology with the introduction of Near Pod, increased Wi-Fi access, and increased use of BYOD (bring your own devices). The school maintains a schedule to update computers on a regular basis. The district technology department provides ongoing professional development to train the faculty and staff on the new technologies that have been introduced to the school system. Technology resources have increased. We now have three rolling IPad Mini labs and four up-to-date computer labs to be used daily by the faculty, staff and student body.

Actions to Sustain Areas of Strength

To sustain the strength of instructional time, material resources and fiscal resources,the committee recommends the continued implementation of the Intervention Period.

To sustain the strength of the technology infrastructure,the committee recommends continued ongoing professional development as it relates to technology.

Areas in Need of Improvement
The committee and faculty identified an area in need of improvement related to 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. Budgets continue to be cut each year in all departments, and the committee feels additional funding is needed for the school to maintain its high standard of success. BHS is understaffed in various areas of personnel including but not limited to custodians, counselor, security officers,and paraprofessionals.

Actions to Improve Areas in Need of Improvement
The committee recommends additional faculty and staff be hired to accommodate the growing needs of the students attending BHS as funds become available.

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.	•Documentation or description of evaluation tools/protocols •Survey results •ACT Aspire Progress Report STAR Data	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.	•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 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.	•Policies specific to data training •Documentation of attendance and training related to data use •Training materials specific to the evaluation, interpretation, and use of data	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.	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.	•Student surveys •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 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.	•Survey results •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.

Areas of Strength

In the evaluation of our school's process for using results for continuous improvement, the AdvancED standard five committee identified a number of areas of strength. Indicator 5.1 scored strongly with the faculty. Blount High School has an established comprehensive student assessment system. Academic assessments that are used include or have included the Alabama High School Graduation Exam, the ACT, the ACT-PLAN, the ACT Aspire, Advanced Placement Exams, STAR Test, End-of-Quarter Tests, End-of-Course Assessments, and Common Formative Assessments. These assessments are either standardized or standards-based. When results are obtained, they are used to drive instruction based on student performance. Depending on some results, some students undergo progress monitoring to reach the desired goal.

Indicator 5.4 also scored strongly with the faculty. There are policies and procedures that are in place to analyze data and use the data to improve student learning. Allowing students to take periodic assessments for the ACT Aspire allows the analysis of data to focus on the

strengths and weaknesses of objectives. Students are then referred to intervention classes and Extended Day tutoring to get them to a readiness level. Students in grades nine and ten are required to take the STAR test to monitor comprehension skills. Students who are in the urgent level of intervention are placed in intervention classes, and they receive instruction based on the instructional strategies from the test results. The students are then progress monitored, and the results are analyzed for improvement.

Based on the self-assessment, the faculty also favored Indicator 5.5. The administration of Blount High School monitors comprehensive information and conditions to support student learning and school achievement. The ACIP team meets quarterly to discuss the goals of improvement and develops strategies and programs that will allow room for student achievement through various methods. Leadership also delivers results to the stakeholders through various methods such as letters, phone calls, school messenger, and meetings.

Actions to Sustain Areas of Strength

To sustain the strength of implementing a comprehensive assessment system that generates a range of data about student learning and school effectiveness and using results to guide continuous improvement, the committee suggests continued use of progress monitoring and intervention to assist the students. Continuous training of the faculty is also necessary in using the results for improvement.

Areas in Need of Improvement

The committee and faculty identified a need for improvement in training in the evaluation, interpretation, and use of data. Most of the staff attend professional development to evaluate and interpret the use of data. Currently, only teachers who are involved with intervention and testing are familiar with the procedure. There is the need for more rigorous training for the entire faculty on the interpretation of the results and how to gear those toward student achievement. There is also a need for improvement in the collection, analysis, and application of learning from a range of data sources.

Actions to Improve Areas in Need of Improvement

In order to approve the areas in need of improvement, the staff should undergo a rigorous training to interpret and use the data for student achievement. The faculty, as a whole, should be able to have access to results from various assessments to guide continuous improvement. This can be done through all core teachers knowing results from assessments and using that to focus on continuous improvement.

Report Summary

Scores By Section

Section Score

1	2	3	4

Standard 1: Purpose and Direction — 3

Standard 2: Governance and Leadership — 2.83

Standard 3: Teaching and Assessing for Learning — 2.75

Standard 4: Resources and Support Systems — 3

Standard 5: Using Results for Continuous Improvement — 2.6

Sections