



Accreditation Report

Rogers School

Lauderdale 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?

Rogers High School strives to create an environment that is safe and conducive to learning, while setting high expectations for the students in all areas of life. Rogers School strives to be an extension of family where faculty, staff, and students work together for a common purpose.

The mission and vision of Rogers High School is to educate productive, responsible citizens by providing a curriculum that keeps pace with an ever changing society. Needs and learning styles of a diverse population will be met by the following:

- A. Employing a faculty and staff committed to excellence and meeting student needs
- B. Involving parents, business, civic and government leaders in the educational process
- C. Committing to continual improvement
- D. Providing a safe and respectful learning environment

The process of defining our mission and vision included a committee of teachers, parents, and community stakeholders. This group researched articles concerning mission statements within the educational setting. At a scheduled work session, a rough draft was drafted of the vision/mission and was developed. The draft was then given to the school administration for final approval. At a faculty meeting, the final draft was voted on by the faculty and passed as the mission statement for Rogers High School.

Rogers High School (RHS) is a traditional public K-12 school with a current enrollment of 1,284 students. RHS has a faculty of 84 teachers with 100% being Highly Qualified teachers. Rogers is one of seven K-12 campuses in Lauderdale County, in a district serving 12 total campuses totaling 8,620 students. The school's geographic location is in North Alabama in the northern central part of Lauderdale County. Lauderdale County is located in the Northwestern part of Alabama. Our community is approximately 16 miles from the county seat of Florence, AL. The population of Lauderdale County is 92,709 with an area of 718.78 square miles. A mixture of urban and rural areas and towns make up most of the county with the majority of the land being used for agricultural purposes. The population growth over the past decade is 5.4%, most of this coming from retirement or urban relocation. This pattern of growth is economically vital for county revenues and for projections for the future economic progress of the county. There are no primary industries in the community. The median income for a household in the county is \$33,354, and the median income for a family is \$41,438. Males have a median income of \$33,943 versus \$20,804 for females. About 10.50% of families and 14.40% of the population is below the poverty line, including 18.50% of those under age 18 and 11.30% of those ages 65 or over.

Of the 84 faculty members, half of our teachers have fifteen or more years of experience. Over 50% of our teachers hold advanced degrees, with five teachers currently working toward advancing their current degrees. The administration works diligently to hire personnel who meet academic expectations and dedicate their time and energy to fulfill the mission of Rogers School. Challenges do exist with factors such as teacher/student ratios with class size amendment mandates. The faculty works tirelessly in providing outstanding quality in the programs they offer the students. Meeting the needs of the RHS population promotes challenges for the administration. Because of our free/reduced lunch rate, RHS is a school-wide Title I school receiving federal funds each year we retain this status. Budget cuts for the last three years resulted in loss of positions, yet the expectations in providing excellence in all programs remain the same. Because of decreased state budgets over the last three years, our district budgets as well as the budget at Rogers have decreased. Funding for technology, teacher/student supplies, and overall operating expenses have decreased because of the proration we have faced in the past.

Even with a reduced faculty and staff, RHS provides a variety of academic and extracurricular activities to address the whole student. In

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academics RHS currently offers the following:

- A. Early Scholars Program in partnership with the University of North Alabama
- B. Online ACCESS classes
- C. Career and technical programs via transportation to Allen Thornton Career Technical Center
- D. Remediation classes for the Alabama High School Graduation Exam

In extracurricular activities RHS currently offers the following:

- A. Beta
- B. Scholars Bowl Senior High & Junior High
- C. Key Club
- D. Fellowship of Christian Athletes
- E. Future Business Leaders of America
- F. Future Farmers of America (including a greenhouse)
- G. Football
- H. Volleyball
- I. Basketball (girls and boys)
- J. Softball
- K. Baseball
- L. Track (girls and boys)
- M. Golf
- N. Cross Country (girls and boys)
- O. Future Teachers of Alabama/America
- P. Yearbook
- Q. Band (Marching and Concert)
- R. Drama
- S. Show Choir
- T. Special Olympics participation

To address the 21st century focus on technology, we have several computer labs, a mobile lab with 30 laptops, and 20 nooks/e-readers that are available for student use. Aside from the computer lab, our high school library also houses additional computers. All computers with internet access also provide students with access to the Alabama Virtual Library.

One four-year university, The University of North Alabama, is in the county seat of Florence, AL. Four community colleges are within one hour of the RHS campus. We average 55% of graduating seniors attending post-secondary education. While we strive to see this number increase, some students enter the military or choose to enter straight into the workforce. The graduation rate at RHS averages between 97%-99%. With a school of this size, we feel these percentages are acceptable but continue to strive for 100%.

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.

As stated earlier, part of the vision at RHS is to educate productive, responsible citizens by providing a curriculum that keeps pace with an ever changing society. Students are continually assessed throughout the school year in order to keep track of each student and make sure they stay on the proper pace to excel in class and graduate high school.

At Rogers, we understand that students have unique and diverse learning styles. Most students perform well in traditional settings, while some prefer more technological settings, and others perform well in their own creative way. Our faculty is encouraged to recognize and promote individual learning from all students. New ways of transferring knowledge are being implemented through differentiated instruction. All faculty and administration have been trained in this type of instruction in hopes of raising the levels of achievement in below average student performance.

Faculty and staff consult the Alabama Course of Study, Alabama High School Graduation Exam objectives, objectives for standardized tests, and common core standards to create lesson plans. Teachers use data regarding learning styles in order to incorporate auditory, visual, and kinesthetic learners.

Our ultimate goal at RHS is to see every student pass the requirements set forth by the State of Alabama in order to graduate with a high school diploma. Students with special needs are held to high standards as well. Within their individual plans, we make sure these students graduate and leave RHS with an opportunity to succeed to the best of their abilities.

Evidence of these goals being met can be best observed by a continual rise in the annual graduation rate and a decrease in our dropout rates. We work hard to improve the scores and the statistics, but we also look at the individual and how scoring below average or failing will affect that student as well as society as a whole.

A brief snapshot of current test scores:

Alabama Reading and Math Test (ARMT): 2010-2011

A. In Reading, grades 3-8, our students were above the district average in all but one grade level. (89% Proficient Avg. Overall)

B. In Math, grades 3-8, our students were above the district average in all grade levels and scored the highest in grade 8. (89% Proficient Avg. Overall)

C. ACT scores in math were the highest in the district at 20.4% with the state average as 19.6%.

A snapshot of test scores over the last three years:

SAT 10 Data for 2009, 10, 11

National Percentile

Total Reading

3rd Grade

2009-62

2010-64

SY 2012-2013

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2011-61 4th Grade

2009-69

2010-68

2011-74

5th Grade

2009-67

2010-67

2011-67 6th Grade

2009-64

2010-59

2011-63

7th Grade

2009-65

2010-68

2011-66 8th Grade

2009-59

2010-59

2011-62

Total Math

3rd Grade

2009-65

2010-68

2011-64 4th Grade

2009-72

2010-70

2011-76

5th Grade

2009-61

2010-62

2011-62 6th Grade

2009-69

2010-65

2011-64

7th Grade

2009-63

2010-63

2011-63 8th Grade

2009-63

2010-64

2011-65

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Alabama Reading/Mathematics Test Data for 2010, 11, 12

Percentage of Students who met and exceeded standards

Reading

3rd Grade

2010-95%

2011-91%

2012-89% 4th Grade

2010-88%

2011-94%

2012-87%

5th Grade

2010-93%

2011-90%

2012-95% 6th Grade

2010-90%

2011-94%

2012-91%

7th Grade

2010-90%

2011-90%

2012-98% 8th Grade

2010-81%

2011-85%

2012-90%

Math

3rd Grade

2010-91%

2011-84%

2012-78% 4th Grade

2010-83%

2011-89%

2012-87%

5th Grade

2010-94%

2011-88%

2012-98% 6th Grade

2010-85%

2011-84%

2012-85%

7th Grade

2010-81%

2011-77%

2012-98% 8th Grade

2010-94%

2011-89%

2012-99%

Teachers work toward meeting the goals outlined in our vision each day and each week of every school year by developing and carrying out rigorous and detailed lessons that offer students an opportunity to succeed in the classroom and on annual assessments. Teachers, through response to instruction from their everyday instruction/assessments, sometimes see the need to further educate a student beyond the initial lesson to make sure each and every student has every opportunity to excel in class.

Pupil Support Teams (PST) is comprised of faculty members who meet once a month to target and monitor students that may be in danger either in attendance, academically, or behaviorally. We have observed patterns that students develop which can be negative or counterproductive for the student and the school. Attendance problems become academic problems. Academic problems become behavior problems. Behavior problems cause loss of classroom time for ALL students. Our PST team consists of the assistant principal, a small population of teachers for each group, a special needs teacher, and the designated counselor for that particular age group of students. This team creates plans for targeted students and monitors the plans at each meeting. Parents of students on PST are contacted periodically for preventative measures. Teachers at RHS are familiar with and discreetly address the targeted students to help correct the negative aspects of their education. Privacy and integrity are integral for success for the team and the student.

Our guidance department is highly effective in addressing academic and emotional situations on a daily basis. Our counselors are well-trained and highly successful in promoting solutions and making students aware of their "scope". Students have access to a vast amount of information regarding colleges and higher institutions. Three counselors are on staff at RHS. One counselor for grades K-4, a counselor for grades 5-8 and a counselor for grades 9-12. The middle school counselor is integral in taking part in the diploma choice process for our 8th graders. Our 9-12 grade counselor communicates constantly with students on their passing of the AHSGE as well as the opportunities that juniors or seniors have when it comes to college scholarships.

Our school encourages and welcomes parental and community involvement. We invite parents to be a part of their child's success both in school and away from school. An open-door policy is proclaimed throughout the district. Parents can volunteer with teachers and are encouraged to be part of extracurricular groups, like athletic and band booster clubs. Our teachers are frequently making contacts with parents about positives and negatives regarding their children. At RHS we have a very active P.T.O. program in our elementary grade levels. We sponsor a beginning of the year parent night as well as other parent/student nights on campus throughout the school year to bring parents to the schoolhouse after hours. Like most schools, we see that those students who may need the most attention have absentee parents. Our Title I program creates opportunities throughout the year to help get these parents involved. In Junior High and High School, the strength of the P.T.O. program usually transfers to booster/extra-curricular parent organizations and one to one contact between parents and teachers is usually for academic purpose.

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.

One of the biggest challenges we are facing is lack of financial resources. Budget issues are affecting the student's ability to optimize learning and experience the best learning opportunities. Classroom teachers have been lost over the last few years, either through retirement or reduction in force. Because of this, RHS students experience high teacher-to-student ratios, even as high as a 35 to 1 ratio. Our teachers are professionals and handle these tough times like professionals should. Teachers and their students still perform exceptionally as we wait for the opportunity to reduce these numbers in favor of better student opportunity.

Instructional supplements have been affected in the last three years as well. Many of our classroom and disciplines have not had a new "revision" of textbooks in at least five years. We are adjusting like others through the use of technology and the understanding that we are in a transitional period regarding the use of technology. We are a school-wide Title I school with federal funding. Because of this funding, we have been able to use this money to enhance student learning by updating our technology resources and other classroom materials for students.

Our community lacks revenue and jobs. A large percentage of our students are products of this economic consequence. Our current student population has remained steady the past three school years. If anything, this recessionary experience has proven to our students that there is great value in education and furthering their abilities.

Even among all the successes previously stated, we can do better at maximizing student opportunity.

Even among the successes previously stated, we can do better at maximizing student opportunity. There are currently several teachers who are qualified to teach Advanced Placement (AP) classes at our school. These teachers attended AP workshops at Auburn University over the summer in 2008 and 2009. Teachers have to pay for the college classes without advancing their degree to become qualified, which deters interest in the program. However, the monetary resources needed for AP classes are not currently available due to state budget cuts/funding.

Absenteeism is a challenge at times at RHS. The district sets attendance standards for exempting exams each semester in hopes of decreasing the absenteeism rate. Our administration works alongside teachers to communicate excessive absenteeism problems to parents through daily phone calls, letters home, etc. We also work with the local juvenile court system to ensure students and parents are held to the State of Alabama Compulsory Attendance Laws. We strive each day to have all students at school so optimal learning can take place.

Additional Information

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

In conclusion, the faculty, staff, and students of Rogers High School work tirelessly to prepare for the ever-changing future. In the classroom, on the stage, or on the field, our students constantly reach to meet the high expectations that are set before them by their teachers and administration. Our test scores consistently reflect achievement and excellence, but we will continue to strive to meet the ever-changing demands set forth by the state and federal governments. In reality we understand that not all students will attend post-secondary education. We are still proud to say that we have a representation of students from RHS proudly serving in our military, and we thank them for their service. Some students enter straight into the vocational field of work, thanks to the training they received at our vocational/career technical center ATCTC. Those that attend post secondary education either attend a two-year community college and graduate there, or transfer on to a four-year university to finish their degree. Regardless of how they enter into the working world, we are fully committed in supporting and preparing them for being successful at whatever career they decide to enter into in life.

Our graduation rate, which averages 93%, is one of the highest in our county, but we will only feel complete satisfaction until this percentage consistently stays at 100%. All students deserve an education, but at RHS all students deserve a diploma representing this invaluable education.

Faculty, staff, and administrators are all involved in our objective for continuous school and student improvement. Our school motto, "Anchored in Excellence" represents our ethic of working together to make Rogers the best possible school in order to have a successful student body.

Students, parents, and the community at large are privy to the fact that our teachers and staff put the students and their learning first and foremost. Through e-mail, our school website, school to home newsletters, and our school marquee, we continually communicate our efforts to parents and all stakeholders. We are committed to students not only in the classroom, but we are committed to supporting them and encouraging them at all extracurricular activities.

Our community and parent involvement program correlates with the requirements of our Title I status. Parents are willing to help in any way possible to create a positive experience for the students of Rogers School. With the help of community funding and support, the students of RHS reap the benefits in the end. RHS is in the heart of a close-knit community which makes our school environment a close-knit family. We are proud to be Rogers Pirates.

Self Assessment

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •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 evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Survey results •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•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 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.

Standard 1 Narrative

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.

Strengths: The school has maintained a clear and precise purpose and mission statement for many years. The process for developing each mission statement has been well documented by every committee and minutes of meetings were kept. The process is revisited every 5 years with the Accreditation process or more often if the need arises. The process involves stakeholders from parents and community members. The last mission statement developed in 2007 has been very well communicated throughout the school community.

Weaknesses: The 2007 mission statement was thought to be too vague and more of a school slogan or motto. We expanded upon the basic beliefs it embodied and re-wrote the mission statement in 2009.

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.

Strengths: Our faculty is committed to offering the best practices and educational programs available to all students. A large majority of our staff is trained in AMSTI and ARI and has been very successful in raising student achievement utilizing these programs.

Weaknesses: Some of the faculty has been hired or moved to new positions since training in these programs took place. Some new training would be helpful.

The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

Strengths: Our school has a Continuous Improvement Plan that is updated each year and walk-throughs are conducted and the results are recorded and reported to the faculty.

Weaknesses: The walk-through's are not conducted on a regular basis. This would help the consistency of the improvement process.

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.	<ul style="list-style-type: none"> •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 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.	<ul style="list-style-type: none"> •Proof of legal counsel •Governing code of ethics •Assurances, certifications 	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.	<ul style="list-style-type: none"> •Survey results regarding functions of the governing body •Roles and responsibilities of school leadership •School improvement plan developed by the school •Agendas and minutes of meetings 	Level 3

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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.	<ul style="list-style-type: none">•Examples of collaboration and shared leadership•Survey results	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.	<ul style="list-style-type: none">•Minutes from meetings with stakeholders•Survey responses•Involvement of stakeholders in a school improvement plan	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.	<ul style="list-style-type: none">•Governing body policy on supervision and evaluation•Representative supervision and evaluation reports•Job specific criteria	Level 3

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

Strength

The administration (Governing Body) of Rogers High School demonstrates strength in establishing policies and procedures that support practices to ensure effective operation of our school. Our school policies and procedures are put into place by administration and create an understanding through which the staff and teachers are able to carry out their assigned duties.

The Administration works along-side the Superintendent to determine and establish a written educational policy for the school. These policies prescribe rules and regulations for the conduct and management of the school's staff, faculty and students. These rules and procedures are clearly and directly relayed to staff members and faculty through emails, memos and handbooks. They are also discussed in faculty meetings. Faculty members then carry out these procedures and practices and instruct students. These policies and procedures are also given to students in the form of handbooks. They can be found online on district and school websites. Any revision to these policies and procedures are communicated to stakeholders in detailed letters or memorandums.

All procedures and practices established by our Administration (Governing Body) clearly and directly support the School System's purpose and direction. They support the effective operation of Rogers School.

Weakness

The use of stakeholders in the decision making process of our school is seen as a weakness by the committee. Stakeholders' opinions and suggestions can be helpful at times and their voice should, at the least, be heard. The implementation of INOW passwords for parents and possibly a new communication plan for the faculty to communicate with parents/each other will help in this area. We also will work on updating teacher webpages and the school website to improve stakeholders ability to have input with administrators and faculty members. It should also improve communication between teachers and stakeholders.

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: 3.08

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> • 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.	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.	<ul style="list-style-type: none"> • Lesson plans aligned to the curriculum • Surveys results • Common assessments • Curriculum guides • Tier II/III Documentation 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> • Findings from supervisor walk-thrus and observations • Teacher evaluation criteria • 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 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 beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> • Supervision and evaluation procedures • Examples of improvements to instructional practices resulting from the evaluation process • Documentation of collection of lesson plans and grade books • Administrative classroom observation protocols and logs 	Level 4

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.	<ul style="list-style-type: none"> • Calendar/schedule of learning community meetings • 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 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Samples of exemplars used to guide and inform student learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning • 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 progress.	<ul style="list-style-type: none"> •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.	Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Survey results 	Level 1

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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.	All teachers consistently 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 without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.	<ul style="list-style-type: none">•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	Level 4

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 rigorous, 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 and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none">•Survey results•Results of evaluation of professional learning program.•Evaluation tools for professional learning•Brief explanation of alignment between professional learning and identified needs	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none">•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 3

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

The curriculum, instructional design and assessment practices were the focus of standard committee three. The committee gathered evidence to support each indicator and collectively assessed a performance indicator for each. The following strengths were noted:

-The leadership of the school is involved in monitoring and supporting improvement of instructional practices of teachers to ensure student success. There is an established procedure for classroom observation and teacher evaluation. Feedback is given to teachers to guide them

in improvement of instructional practices.

- The school engages families in meaningful ways in their children's education and informs parents of their children's learning progress. As a Title I school there is a continuous effort to involve parents in a variety of activities. Progress reports and Grade Reports are sent home on an established and published schedule. Parents are encouraged to belong to an active PTO and to volunteer for different activities that take place throughout the year.
- The school has clearly defined grading criteria that is consistent across all grade levels. All high school classes follow the same grading procedure and collect and record approximately the same number of assessments each grading period.
- All staff members participate in a continuous professional development program that is focused on improvement. Each teacher completes a self-assessment based on the Alabama Quality Teacher standards each year. The results of the self-assessment are used to create a professional learning plan for the year. Teachers are involved in a variety of activities that are focused on their individual plan.

The committee also noted the following weaknesses:

- There is currently no formal mentoring/coaching program in place to provide instructional support to peers, especially new teachers. While some teachers do informally coach/mentor new teachers a formal program does not exist.
- The school does not have a formal structure where each student is well known by at least one adult advocate. Some students are involved in clubs and organizations that allow them to form long-term relationships with adult advocates, however not all students have an adult advocate.

Standard 4: Resources and Support Systems

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

Overall Rating: 3.0

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

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

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •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 •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 all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Policies relative to technology use •Assessments to inform development of technology plan 	Level 3

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

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

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

Standard 4 Narrative

All teachers at Rogers High School (K-12) teaching core subjects are highly qualified. There are clearly defined policies, processes, procedures to hire, place, and retain qualified professional and support staff. School schedules and calendars show efforts toward continuous improvement of instruction and concentration on achieving the schools purpose and directions. School staff have access to data and information sources. A safe and healthy environment is maintained through scheduled tornado, fire, and lockdown drills.

Technology is being provided for students by Title I funds, while most classrooms have multiple pieces of technology.

Clearly defined processes are in place to determine physical, social, and emotional needs of students. Processes are also in place to determine the needs of students such as PST, IEP, counselors, and Title I services.

Weaknesses:

Lack of fiscal resources to fund critical positions. Additional measures to assess cleanliness need to be developed.

Lack of adequate staff to assist students with tools for finding and retrieving information. Many computers are outdated. More evaluation for programs could be provided to determine their overall effectiveness.

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: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •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.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •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 •Written protocols and procedures for data collection and analysis 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Training materials specific to the evaluation, interpretation, and use of data •Survey results •Policies specific to data training •Documentation of attendance and training related to data use 	Level 3

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

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

Strengths:

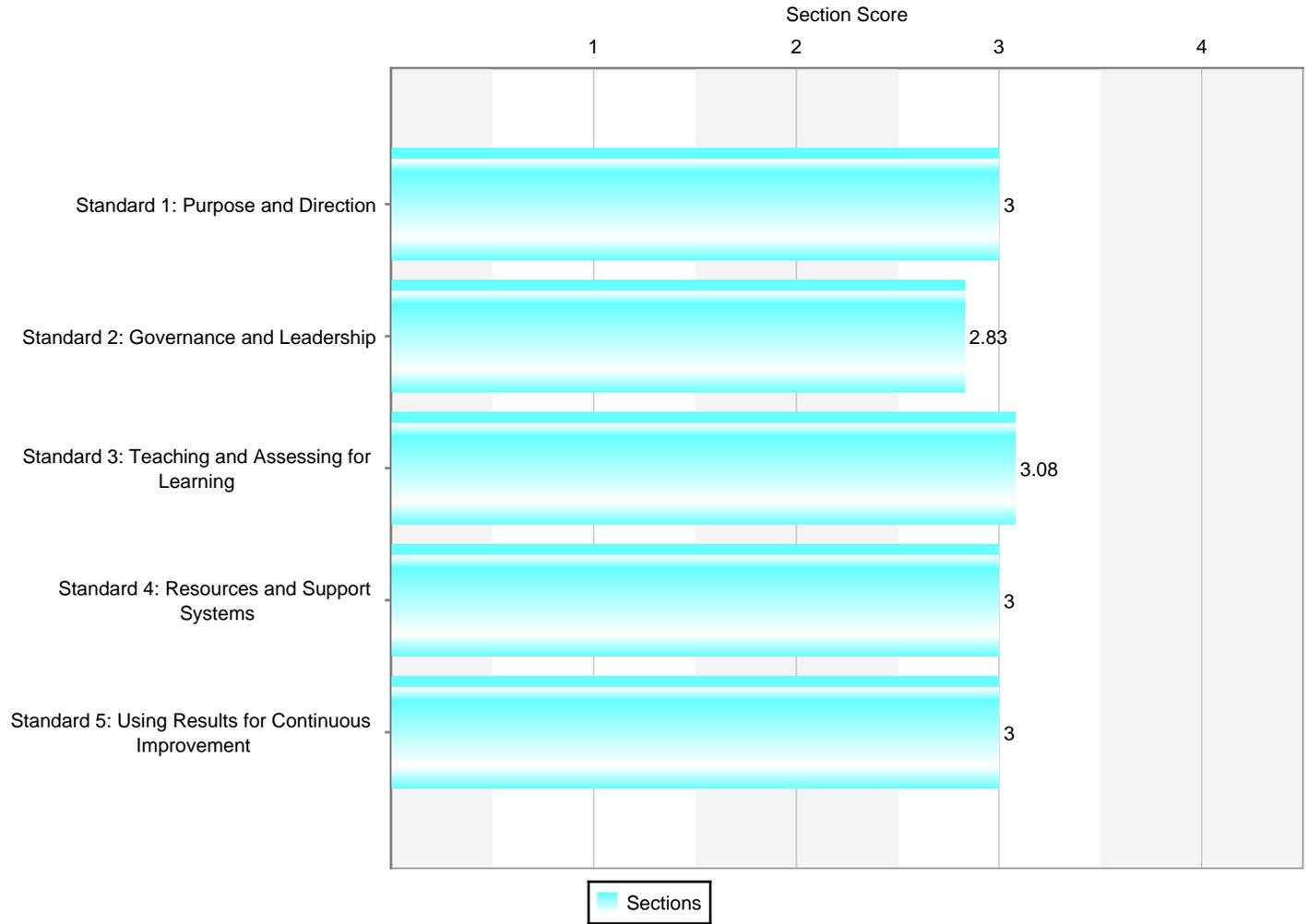
Our school and personnel maintain and use a comprehensive assessment system that produces data from multiple assessment measures. We will continue to adhere to the standards set forth by the Alabama State Department of Education as well as our local school district. To sustain this area: We will maintain assessment strategies that are already in place continue with data/department meetings to stay on top of changes in student achievement and be continuously aware of relevant assessment trends. Through administrative walkthroughs we will monitor teacher instruction, program evaluation and other organizational matters. Revisions/changes will continue to be made to the school plan throughout the year as a need for change arises. With trends in education and assessment, our faculty will continue to train in evaluation and use of data.

Weakness

With Common Core Math program being implemented, we hope to see more monitoring of progress in the subject area of math. Efforts to improve: In elementary, progress monitoring will be built in the series. In high school, discussions center around curriculum based measurements. With stakeholder/parent communication at its current state, we would like to see more turn over and feedback by parents attending school meetings/events that foster more parent involvement in the child's education. Efforts to Improve: On top of current policies in place, we are looking to address the meeting times to make it more feasible for a larger population of parents to attend.

Report Summary

Scores By Section



Assurances Report

AdvancED Assurances

Assurance	Certified	Comment/Attachment
The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes	Rogers School makes every effort to comply with all AdvancED policies and procedures.
The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	Rogers School monitors all financial transactions through a recognized, regularly audited accounting system.
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	The Continuous Improvement Plan for Rogers School can be found at the following link. http://www.alsdecip.com/
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	Rogers High School has developed a local Crisis Intervention Plan detailing procedures and policies for security and safety purposes. The plan is updated on a regular basis. The plan can be located in the Rogers High School office and a condensed version is located in each classroom.

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<p>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:</p> <ul style="list-style-type: none">•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	The cafeteria underwent a 2 million dollar renovation during the 2009-2010 school year. This year a large area was paved for student parking.
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