Tupelo High School

AdvancED
Report of the External Review Team
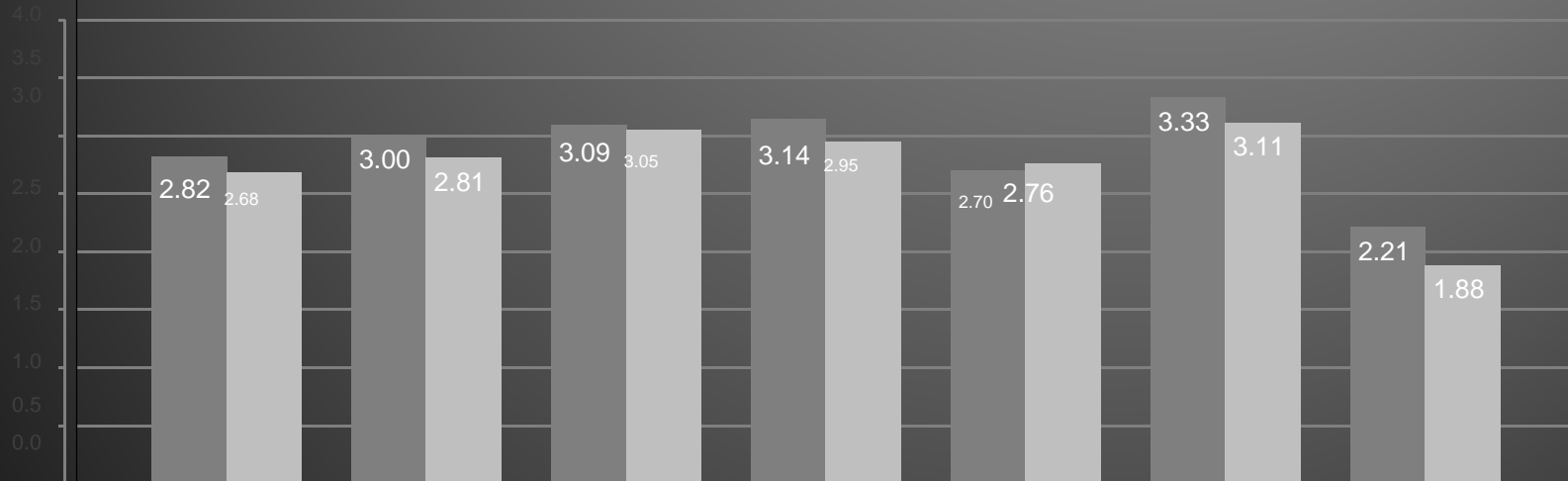## 2015

Total Number of Stakeholders Interviewed

Stakeholder Interviewed	Number
Superintendents	1
Board Members	1
Administrators	9
Instructional Staff	45
Support Staff	3
Students	36
Parents/Community/Business Leaders	7
Total	**102**

THS Leads all other Network Schools

Effective Learning Environments Observation Tool

eleot™ Results

A. Equitable Learning
B. High Expectations
C. Supportive Learning
D. Active Learning
E. Progress Monitoring and Feedback

F. Well-Managed Learning
G. Digital Learning

AdvancED Findings

• A common theme evident at Tupelo High School is the school leadership.

• The administrators consistently monitor and support the improvement of instructional practices of teachers to ensure student success.

• There is confidence among students, teachers, and parents that the leadership works hard to constantly improve the school.

• Stakeholders believe and trust in the leadership; therefore, the moral among all stakeholders is high.

AdvancED Findings

•Another theme related to student success and organizational effectiveness is the use of data.
•Data is displayed in a data room, analyzed, and communicated to teachers, students and parents.
•Students then have the opportunity to discuss results with the leaders and make an individualized plan to work for their success.

AdvancED Findings

- The school recognizes the need to improve computer hardware to meet the students' need for more student engagement and collaboration using technology.
- The MacBooks issued to students are five plus years old; therefore, they lack speed and capacity as well as having more and more maintenance issues.
- Currently funding is an obstacle but there are discussions and plans in the making for a technology upgrade and maintenance plan.

Moving Forward

• The design and implementation of a formal structure whereby each and every student is known by at least one adult advocate in the school who supports that student's educational experience will prioritize student growth and improvement across the board versus the primary emphasis on at risk students.

• This implementation stands to be a positive force in continuing to close the achievement gap as well as support and encouragement to all students to maximize their available talents and resources to the greatest advantage.