

DIAGNOSTIC REVIEW REPORT

FOR

SOUTHERN HIGH SCHOOL MAGNET

CAREER ACADEMY

8620 Preston Hwy
Louisville, KY
40219

Mr. Bryce K. Hibbard, Principal

January 13-16, 2013



North Central Association Commission on Accreditation and School Improvement (NCA CASI), Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

Copyright ©2012 by Advance Education, Inc. AdvancED grants to the Institution, which is the subject of the Diagnostic Review Report, and its designees and stakeholders a non-exclusive, perpetual, irrevocable, royalty-free license and release to reproduce, reprint, and distribute this report in accordance with and as protected by the Copyright Laws of the United States of America and all foreign countries. All other rights not expressly conveyed are reserved by AdvancED.

Table of Contents

Introduction to the Diagnostic Review	4
Part I: Findings	5
Standards and Indicators	5
Standard 1: Purpose and Direction	6
Standard 2: Governance and Leadership.....	8
Standard 3: Teaching and Assessing for Learning.....	11
Standard 4: Resources and Support Systems	16
Standard 5: Using Results for Continuous Improvement	19
Part II: Conclusion	22
Summary of Diagnostic Review Team Activities.....	22
Overview of Findings.....	22
Standards and Indicators Summary Overview.....	23
Learning Environment Summary	27
Improvement Priorities.....	30
Part III: Addenda	33
Diagnostic Review Visuals.....	33
2013 Leadership Assessment/Diagnostic Review Addendum	39
Diagnostic Review Team Schedule	42
About AdvancED	45
References	46

Introduction to the Diagnostic Review

The Diagnostic Review, a performance driven system, focuses on conditions and processes within a district/school that impact student performance and organizational effectiveness. The power of AdvancED's Diagnostic Review lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards and Indicators. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

The Diagnostic Review team used the AdvancED Standards for Quality Schools and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the Diagnostic Review team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

Part I: Findings

The Findings section presents the Diagnostic Review team's evaluation of the AdvancED Standards and Indicators. It also identifies effective practices and conditions that are contributing to student success, as well as Opportunities for Improvement identified by the team, observations of the Learning Environment, and Improvement Priorities.

Standards and Indicators

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Standards and Indicators, conclusions concerning school effective practices as well as Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the Diagnostic Review team. Indicators are evaluated and rated individually by the team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

Standard 1: Purpose and Direction

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that “in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement” and that “...lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institutions’ vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

<i>Standard 1 – Purpose and Direction</i>	Standard Performance Level
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.	1.7

Indicator	Source of Evidence	Performance Level
1.1 The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<ul style="list-style-type: none"> • School Leadership Presentation • Principal Interview • Stakeholder Interviews • Parent Survey 	2
1.2 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.	<ul style="list-style-type: none"> • School Staff Survey • Teacher and Administrator Interviews • Artifact Review • Classroom Observations • Master Schedule 	2

Indicator		Source of Evidence	Performance Level
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> Stakeholder Interviews Artifact Review Classroom Observations Principal Interview 	1

Opportunities for Improvement

Indicator	Statement	Rationale
1.1	Facilitate an ongoing process that engages the school community in an inclusive and collaborative process to identify a shared purpose and direction for improving student performance and school effectiveness.	There was minimal evidence that a process has been implemented at the school to gain input from all stakeholders in the development/revision of the school's purpose and direction. There was a lack of evidence from stakeholder surveys and interviews that the purpose and direction were effectively communicated to teachers and other stakeholders.
1.2	Identify school-wide shared values and beliefs about teaching and learning that support challenging and rigorous educational programs and learning experiences for all students.	Interviews and classroom observations as well as some survey data did not indicate the existence of a school culture which embraces high expectations for student learning or school effectiveness. Higher order thinking, integration of technology, high degrees of active student engagement, challenging and rigorous classroom discussions and activities, or the presence of clearly understood instructional objectives were observed very infrequently.
1.3	Create a systematic continuous improvement process that includes action planning and identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals.	School observations, stakeholder interviews, and analysis of CSIP and 30/60/90 plans revealed only marginal evidence that the school has established a systematic process for working through the continuous improvement cycle.

Standard 2: Governance and Leadership

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of school leadership research, Leithwood & Sun (2012) found that leaders (school and governing boards/authority) can significantly “influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and practices that strengthen school culture and foster collaboration within the organization.” With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their school communities to attain school improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow school leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has leaders who are advocates for the institution’s vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution’s policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

<i>Standard 2 – Governance and Leadership</i>	Standard Performance Level
The school operates under governance and leadership that promote and support student performance and school effectiveness.	2.2

Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	<ul style="list-style-type: none"> • Comprehensive School Improvement Plan (CSIP) • Professional Growth Plans • School Self-Assessment • Stakeholder Interviews • Teacher Handbook 	2
2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none"> • Teacher Handbook/Policy List • Advisory Council Member Interviews • Stakeholder Interviews 	2
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.	<ul style="list-style-type: none"> • Artifact Review • Advisory Council Member Interviews • Principal Interview 	3
2.4	Leadership and staff foster a culture consistent with the school’s purpose and direction.	<ul style="list-style-type: none"> • Stakeholder Interviews • School Self-Assessment • Advisory Council Artifact Review 	2
2.5	Leadership engages stakeholders effectively in support of the school’s purpose and direction.	<ul style="list-style-type: none"> • School Leadership Presentation • Principal and School Staff Interviews • Artifact Review 	2

Indicator		Source of Evidence	Performance Level
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	<ul style="list-style-type: none"> • Teacher Handbook • Stakeholder Interviews • School Observations • Professional Growth Plans 	2

Opportunities for Improvement

Indicator	Statement	Rationale
2.1	Develop opportunities to meaningfully engage School Advisory Council members in shaping decisions, providing feedback, responding to stakeholders, working collaboratively on school improvement efforts, etc. Ensure that these opportunities build leadership capacity focused on improving conditions that will support student learning.	A review of minutes from Advisory Council meetings and interviews with members, parents, and administrators revealed that the Advisory Council is functioning mostly as a “sounding board” for administrators. The degree to which the Advisory Council is authentically engaged in activities that would build capacity for the eventual restoration of the School Council’s authority is very limited.
2.4	Further develop a school culture consistent with the school’s formal statements of purpose and direction.	The degree to which the school’s purpose and direction for improvement is evident in the school culture is limited. Implementation of professional learning communities is providing some opportunities for staff to make decisions that promote continuous improvement and establish accountability for student success. Classroom observations and stakeholder interviews revealed that the level of collective accountability for student learning varies from stakeholder to stakeholder.
2.6	Ensure that the primary focus of supervision and evaluation processes is improvement of teacher professional practice that will result in improvement of student learning.	Classroom observations, interviews, and documentation did not reveal the existence of a coherent system aligning supervision, evaluation, professional development, and improvement plans to the development of professional practice across the school.

Standard 3: Teaching and Assessing for Learning

A high-quality and effective system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of “student motivation, parental involvement” and the “quality of leadership” (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school’s curriculum and instructional program should develop learners’ skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert et al, 2010). The acquisition and refinement of teachers’ pedagogical skills occur most effectively through collaboration and professional development. These are a “necessary approach to improving teacher quality” (Colbert et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in “active organizational learning also have higher achieving students in contrast to those that do not.” Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, “supports teachers by creating collaborative work environments.” Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

<i>Standard 3 – Teaching and Assessing for Learning</i>	Standard Performance Level
The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	2

Indicator		Source of Evidence	Performance Level
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.	<ul style="list-style-type: none"> • School Staff and Student Interviews • School Leadership Presentation • Classroom Observations • Artifact Review • School Report Card 	2
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.	<ul style="list-style-type: none"> • Classroom Observations • Artifact Review • School Self-Assessment • Stakeholder Interviews 	2
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none"> • School Leadership Presentation • Artifact Review • Classroom Observations • Student Interviews 	2
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none"> • Administrator Walkthrough Schedule • School Leadership Presentation • Artifact Review • Teacher Interviews • Classroom Observations 	1
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	<ul style="list-style-type: none"> • Stakeholder Interviews • Artifact Review • Classroom Observations • School Leadership Presentation • Goal Meeting Observations 	2

Indicator		Source of Evidence	Performance Level
3.6	Teachers implement the school’s instructional process in support of student learning.	<ul style="list-style-type: none"> • Teacher and Student Interviews • Artifact Review • Student Survey Results • School Leadership Presentation • Classroom Observations 	2
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning.	<ul style="list-style-type: none"> • Staff Survey Results • Principal Interview • School Leadership Presentation • Artifact Review 	2
3.8	The school engages families in meaningful ways in their children’s education and keeps them informed of their children’s learning progress.	<ul style="list-style-type: none"> • Parent and Student Survey Results • Artifact Review • Parent and Student Interviews 	2
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.	<ul style="list-style-type: none"> • School Self-Assessment • Stakeholder Interviews • School Leadership Presentation • Review of Sample Student Advisory Lesson 	3
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.	<ul style="list-style-type: none"> • School Report Card • Stakeholder Interviews • School Self-Assessment 	2
3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> • School Leadership Presentation • Teacher Cohort Observations • Educational Recovery Staff Interviews 	2

Indicator		Source of Evidence	Performance Level
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	<ul style="list-style-type: none"> • Teacher and Student Interviews • Stakeholder Survey Results • Artifact Review • School Self-Assessment • Youth Service Center Observation 	2

Opportunities for Improvement

Indicator	Statement	Rationale
3.2	Structure PLC content and academy work sessions such that participants are monitoring student learning and adjusting instructional practices in response to data from multiple assessments and an examination of professional practice.	There is limited evidence that student data is actually being used to inform modification of instructional practices in the classroom. Multiple data points exist, (e.g., district and teacher made formative assessments, state assessments such as PLAN and ACT, classroom walkthroughs), however, based on some interviews, PLC groups rarely analyze data that results in adjustments to the instructional program.
3.3	Ensure that professional learning and instructional monitoring support teachers consistently using 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.	As reflected in classroom observations and review of artifacts there is little evidence that varied learning opportunities exist for all students or that teachers consistently use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.
3.5	Revise PLC team protocols to increase instructional staff learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, and reflection.	The extent to which school personnel are able to clearly link the work involved in a PLC to verifiable improvement in student performance is very limited. In some PLC artifacts there was clear evidence that teams engaged in discussion and examination of student work, and reflection that resulted in a change in instructional practices.
3.6	Ensure that the school's instructional process is systematically used to inform students of learning expectations and standards of performance, that teachers provide exemplars to guide and inform students of expectations, and feedback on performance is timely.	Classroom observations revealed that few teachers use an instructional process that informs students of learning expectations and standards of performance. There was no evidence of the use of exemplars in most classrooms. Classroom observations did not reveal the consistent use of progress monitoring feedback to improve learning.

Indicator	Statement	Rationale
3.7	Align staff mentoring and coaching programs with the school's values and beliefs about teaching and learning.	Some personnel are engaged in mentoring, coaching and induction programs that are being used to help achieve system goals for improvement. Alignment of these programs to the beliefs of school personnel will strengthen the instructional core of teaching and learning.
3.8	Develop opportunities for schools to engage all families in their children's education in more meaningful ways and keep informed of their child's learning progress.	Interviews, documentation and survey data provide limited support for the existence of effective strategies and programs that engage all families in meaningful ways in their children's education and keep them informed of their children's learning progress.
3.10	Review grading policies, processes, and procedures to ensure assigned grades are based on criteria that represent each student's attainment of content knowledge and skills.	A lack of evidence exists that the school has a set of defined criteria centered on student data and outcomes based on grading policies and procedures. Additionally, it was not apparent that grading practices are monitored or formally and regularly evaluated. The degree to which grading and reporting practices and policies are helping to ensure success and readiness at the next level is not apparent.
3.11	Evaluate the effectiveness of the professional development program to improve instruction, student learning, and the conditions that support learning.	Although school leaders present convincing evidence that professional growth plans are consistently reviewed, there is minimal evidence that the professional development system is evaluated for effectiveness in improving instruction and student learning.
3.12	Implement a continuous process for identifying needs of all students at varying levels of proficiency.	Identification of individual student learning needs will build relevance for learning experiences of students and increase active engagement. Stakeholder interviews provided little evidence that students were intentionally scheduled based on identified needs for completion and future success at the next level.

Standard 4: Resources and Support Systems

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, 2003) “demonstrated a strong relationship between resources and student success...both the level of resources and their explicit allocation seem to affect educational outcomes.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

<i>Standard 4 – Resources and Support Systems</i>	Standard Performance Level
The school has resources and provides services that support its purpose and direction to ensure success for all students.	2.3

Indicator	Source of Evidence	Performance Level
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.	<ul style="list-style-type: none"> Stakeholder Interviews Review of Budget and Resource Worksheet School Leadership Presentation 	3
4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	<ul style="list-style-type: none"> Classroom Observations Artifact Review Stakeholder Interviews School Leadership Presentation 	2

Indicator		Source of Evidence	Performance Level
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none"> • School Observations • Executive Summary • Artifact Review • Support Staff Interviews • Principal Interview 	2
4.4	Students and school personnel use a range of media and information resources to support the school’s educational programs.	<ul style="list-style-type: none"> • Artifact Review • Classroom Observations • Student Survey Results • Stakeholder Interviews 	3
4.5	The technology infrastructure supports the school’s teaching, learning, and operational needs.	<ul style="list-style-type: none"> • Technology Plan Review • Stakeholder Interviews • School Self-Assessment 	2
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none"> • Stakeholder Interviews • Principal Student Advisory Group Documentation • Youth Resource Center Observation 	2
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none"> • School Leadership Presentation • Stakeholder Interviews • Artifact Review 	2

Opportunities for Improvement

Indicator	Statement	Rationale
4.2	Develop strategies, including monitoring, that will ensure instructional time is fully utilized across the school.	School and classroom observations did not indicate that the protection of instructional time was a priority across the school. The degree to which a high expectation exists that student will be actively engaged in meaningful learning experiences and instruction for the entire class period was not consistently evident.
4.3	Review expectations and develop clear definitions for maintaining a safe environment that is conducive for learning.	Interviews and documentation did not reveal the existence of a school framework to monitor the safety of students in common areas outside of the classroom. Observations suggest the absence of all staff accepting accountability for supporting a safe environment. 36% of students responded that they agree/strongly agree with the statement, "In my school, the building and grounds are safe, clean, and provide a healthy place for learning."
4.5	Develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.	Observations, interviews, and artifact review did not indicate that the school has a process to collect and analyze needs assessment data to develop a comprehensive technology plan that continuously improves technology utilization and infrastructure.
4.6	Create policies and procedures that will ensure the school provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of all students.	The school currently has in place resources and support systems to meet the physical, social, and emotional needs of students. However, the extent to which these programs are consistently evaluated to determine their effectiveness in meeting the needs of the populations they are intended to serve is not evident.

Standard 5: Using Results for Continuous Improvement

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution’s success. A study conducted by Datnow, Park, & Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing in an information management system; (4) selecting the right data; (5) building school capacity for data-driven decision making; and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

<i>Standard 5 – Using Results for Continuous Improvement</i>	Standard Performance Level
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.	1.6

Indicator	Source of Evidence	Performance Level
5.1 The school establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none"> • Review of CASCADE (data dashboard) • Artifact Review • School Leadership Presentation • Classroom Observations • Stakeholder Survey Results 	2

Indicator		Source of Evidence	Performance Level
5.2	Professional and support staffs 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.	<ul style="list-style-type: none"> • School Leadership Presentation • CSIP Review • Staff Interviews • School Report Card • Staff Survey Results 	2
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> • Self-Assessment • Principal Interview • School Leadership Presentation • Staff Survey Results 	1
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	<ul style="list-style-type: none"> • Review of CASCADE (data dashboard) • Classroom Observations • Stakeholder Interviews • Artifact Review • School Leadership Presentation 	2
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.	<ul style="list-style-type: none"> • Parent and Community Partner Interviews • Review of School Website • School Leadership Presentation • Artifact Review 	1

Opportunities for Improvement

Indicator	Statement	Rationale
5.1	Design and maintain an assessment system that produces data from multiple assessment measures and is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	The school currently administers formative or interim assessments including some that are locally developed. The extent to which these assessments are consistently reviewed and the information used to guide instructional decision-making and improvement in student achievement is not clear. There is little evidence to indicate that the assessment data is used by school leaders to monitor student learning throughout the academic year.
5.2	Evaluate the student assessment system to ensure that it requires data use to monitor achievement for all students and to guide decision-making regarding curriculum and instruction as well as program adoption, implementation, and continuation.	School personnel are collecting student performance data from school or district made assessments. The extent to which the assessments are used to inform changes and improvement to the curriculum or instructional practice is not consistently evident.
5.3	Ensure professional development experiences focus on data collection, analysis, and implementation to guide instructional decisions.	There was evidence of the school's commitment to providing a structure for teachers and staff to receive and participate in professional learning. However, through stakeholder interviews, observations, and examination of a variety of artifacts, a comprehensive professional learning plan focused on the analysis of all data to change and improve teaching has not been implemented.

Part II: Conclusion

Summary of Diagnostic Review Team Activities

In off-site work sessions, the Diagnostic Review team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted observations.

The Diagnostic Review team met virtually on January 9, 2013 to begin a preliminary examination of Southern High School MCA's Internal Report and determined points of inquiry for the on-site review. Next, team members arrived in the district on Sunday, January 13, 2013 and concluded their work on January 16, 2013.

Southern High School MCA staff and school leaders carried out the Internal Review process as directed and in keeping with the developed timeline. Stakeholders, including students, parents and community members were candid in their responses to Diagnostic Review team members. The Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
School Leaders	4
School-Based Council Members (Advisory)	5
Teachers and Support Personnel	56
Parents and Community Members	13
Students	23
TOTAL	101

The Diagnostic Review team also conducted classroom observations in 74 classrooms using the Effective Learning Environment Observation Tool (ELEOT). Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Standards and Indicators.

Overview of Findings

The leadership of Southern High School Magnet Career Academy has embraced and continues to promote a culture of collaboration and openness. School processes and practices generally support the purpose and direction of the school. However, new procedures are not contained in policy. Additionally, the school will need to continue strengthen its relationship with the advisory council and develop the council's capacity to review school performance data and communicate results to all stakeholder groups.

There was some evidence present to indicate that curriculum and learning experiences prepare students for success at the next level. However, observations revealed that not all students are

being provided challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. As processes for monitoring the instructional program are normed, school leaders should formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that all students have the opportunity to be actively engaged in rigorous course work.

While most resources were being used to support the purpose and direction of the school, the use of instructional time within classrooms varied. Most observations revealed that classes began on time with students engaged in a “bell ringer” activity. However, instructional momentum was seldom kept throughout the entire period in many classrooms.

Continuous improvement processes will need to be continually monitored for fidelity. The school has begun to make strides in this area, but implementation of systems to support the improvement process will be needed to positively influence student performance and organizational effectiveness.

The Opportunities for Improvement and Improvement Priorities should not be seen as an indictment of the school’s efforts, but as a roadmap to build upon the work that has been done thus far.

Standards and Indicators Summary Overview

<i>Standard 1 – Purpose and Direction</i>
<ul style="list-style-type: none"> There was little evidence of the existence of a school-level process that engages stakeholders in the review, revision, and communication of a school purpose for student success. This may be due to changes in school leadership and district office reorganization that have occurred recently.
<ul style="list-style-type: none"> Some stakeholder interviews revealed a strong commitment to improving student performance. However, informal discussions with school staff, classroom observations, and document review suggested that the existence of shared values and beliefs about teaching and learning is limited.
<ul style="list-style-type: none"> The degree to which all stakeholder groups are informed or involved in the improvement planning process is limited based on interviews, observations and review of artifacts. Existence of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning are not consistently applied across content areas and/or programs.

Standard 2 – Governance and Leadership
<ul style="list-style-type: none"> The school’s practices generally support the purpose and direction of the school. However, some new practices are not contained in policy. The school has a practice of revisiting teacher growth plans to revise as necessary based on teacher growth. The Advisory Council has not yet functioned in their roles of advising school leadership on the creation of policies to guide the school, improvement planning efforts, etc.
<ul style="list-style-type: none"> The Advisory Council has discussed student achievement and is developing a communication plan. Some members of the Advisory Council have not been trained in their roles. Agendas and minutes for meetings are not routinely distributed to the school community.
<ul style="list-style-type: none"> The governing body respects the autonomy of the principal to administer the programs of the school and is not active in the day-to-day management of the school.
<ul style="list-style-type: none"> Implementation of “Academy” and “Content” professional learning communities are providing some opportunities for staff to make decisions that promote continuous improvement. Poor student performance is often blamed on external barriers to learning. The amount of teacher accountability for student success varies greatly from teacher to teacher. School leaders support collaboration through PLC and cohort initiatives.
<ul style="list-style-type: none"> School leadership has initiated discussions through the Advisory Council and leadership teams to develop systematic communication procedures to involve all stakeholders in school improvement efforts. School leader’s efforts result in some stakeholder participation and engagement in school processes. Stakeholder interviews suggest that some teachers are beginning to assume leadership roles.
<ul style="list-style-type: none"> Classroom walkthroughs are periodically conducted, but the results are not systematically used to improve professional practice and student success in a systematic manner. Survey and performance data as well as classroom observations and interviews indicate that the degree to which supervision and evaluation processes are highly effective or are systematically used to improve student learning is limited.

Standard 3 – Teaching and Assessing for Learning
<ul style="list-style-type: none"> Based on the School Report Card, student interviews, and classroom observations there is some evidence to indicate curriculum and learning experiences prepare some students for success at the next level. However, not all students are provided challenging and equitable opportunities to develop learning skills, thinking skills, and life skills.
<ul style="list-style-type: none"> Based on teacher interviews and review of artifacts there is limited evidence that teachers or instructional leaders use data to monitor and adjust curriculum, instruction and assessment practices.

Standard 3 – Teaching and Assessing for Learning
<ul style="list-style-type: none"> As reflected in classroom observations and review of artifacts, there is little evidence that differentiated or varied learning opportunities exist for all students or that teachers consistently use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.
<ul style="list-style-type: none"> Documentation and artifacts reveal limited evidence that leaders systematically monitor instructional practices.
<ul style="list-style-type: none"> All members of the school staff have been trained and participate in collaborative learning communities on a regular schedule. Staff members have been trained to implement a formal process that promotes discussion about student learning. But, school personnel indicate that they do not believe collaboration causes improvement of instructional practice and student performance.
<ul style="list-style-type: none"> During classroom observations exemplars were rarely provided to guide and inform students.
<ul style="list-style-type: none"> Stakeholder interviews reveal that some personnel are engaged in mentoring, coaching and induction programs that are being used to help achieve system goals for improvement in professional practice and student performance.
<ul style="list-style-type: none"> The evidence indicates that there are programs available to engage families in their child’s education. Additional attention is needed to ensure programs provide opportunities for truly meaningful engagement of parents. The extent to which parent engagement programs are evaluated for their effectiveness is not apparent.
<ul style="list-style-type: none"> The parent, student and teacher interviews indicate that all students and staff participate in a structure allowing them to build relationships over time. The structure allows the school employee to gain insight into and serve as an advocate for the student’s needs.
<ul style="list-style-type: none"> Teacher interviews and artifacts reviewed support that professional development is based on assessment of needs of the school and the program builds capacity among staff members who participate.

Standard 4 – Resources and Support Systems
<ul style="list-style-type: none"> The Self-Assessment and leadership presentations by school leaders indicated there is sufficient number of personnel to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement.
<ul style="list-style-type: none"> The Self-Assessment indicated that instructional time is not protected in policy and classroom observations showed that procedurally there are limited processes to end class periods. Valuable instruction time is wasted as students stop working early and “check out” of the learning environment.

Standard 4 – Resources and Support Systems

- Stakeholder interviews and student survey data consistently revealed the need for increased attention from school personnel around the safety of the learning environment, especially the hallways during out of class time. There are questions concerning the communication procedures in the event of notifying staff regarding threats and student safety violations.
- While some students were using technology in the classroom, it is not being utilized as a “student-centered” resource to develop higher order thinking skills, solve or research problems, or personalize instruction.
- Artifacts (AdvancED surveys and school surveys) indicate that the infrastructure for the use of high functioning technology is available to all stakeholders.
- There is evidence in the artifacts (FRYSC work plan) that there are several programs available to support students with special needs. The data indicating the degree to which the services are used by students, (and their families), how well these prescribed programs meet the student needs, or the extent to which these services and programs are evaluated is not evident.

Standard 5 – Using Results for Continuous Improvement

- Although the school maintains an assessment system of trailing data (EPAS scores) and leading data (district mandated 6-week assessments), evidence indicates results are minimally used to inform instruction and support student learning.
- Although the school has some processes for collecting and analyzing data, the degree to which internal data is consistently collected, analyzed, and used to guide continuous improvement in student performance is unclear.
- The CASCADE System provides analysis of student data, yet few professional staff members are trained in the interpretation of data or use of data in influencing and maintaining continuous improvement in student instruction and performance.
- Evidence from interviews and artifacts does not indicate that the school has firmly established a systematic process to use data analysis for verifiable improvement in student learning including readiness for and success at the next level. Use of data through CASCADE is limited, but shows promise in accountability from all staff for student progress.
- Leaders monitor some information about student learning and achievement of school improvement goals, yet interviews and artifacts indicate that not all stakeholders feel this information is shared with them. Little evidence exists that walk-through data is shared with the staff as a whole and goals set around teacher pedagogy or student learning. Sharing data across all stakeholders should be used to promote collaborative discussions and relationships for the benefit of student achievement.

Learning Environment Summary

During the on-site review, members of the Diagnostic Review team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team assessed the quality of instruction and learning that took place classified around seven constructs or environments.

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Diagnostic Review team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

The results of the 74 classroom observations the team conducted using the ELEOT provided insights into teaching and learning in classrooms across the school. However, school leaders are encouraged to engage in a more comprehensive analysis of the Effective Learning Environments Observation data.

The team used these results to confirm, refute, substantiate, and/or validate data gathered from other sources including reports, interviews, meeting minutes, surveys, and resource materials.

Equitable Learning Environment

There was some evidence that students had equal access to classroom discussions, activities, resources, technology, and support. Observation data revealed that students understood that rules and consequences were fair and consistently applied. However, there was little evidence that showed opportunities for students to learn about their own backgrounds, cultures, and differences. Little evidence showed that teachers differentiated learning opportunities and activities in the classrooms.

High Expectations Environment

Evidence showed that some students did strive to meet the expectations of the teacher, however, there was marginal evidence that students had access to exemplars of high quality work, were engaged in rigorous coursework and discussions or responded to questions of

higher order thinking. The use of content specific vocabulary and the integration of concepts from other disciplines were nonexistent. The degree to which the students were being challenged in the course work and engaged in activities that required higher order thinking and problem solving skills appeared to be limited.

Supportive Learning Environment

Observations showed that students did experience assistance to understand the concept being taught and accomplish the task set before them in a whole group direct instruction. There was little evidence that students had access to small group instruction even in the ECE classrooms, or supplementary materials at an appropriate level to meet their individual needs. There was evidence that some students did ask for clarification and sought out help for misconceptions during class time. Less evidence was present that students were able to connect class content to real-life experiences. There was some evidence that some students volunteered to come to the board, read aloud, and answer questions openly.

Active Learning Environment

Observations revealed that some students were engaged in active learning environments where students asked questions, talked to others about the class lesson, and worked towards completion of an activity. Less evidence was present that students were able to connect class content to real-life experiences. It was somewhat evident that students had several opportunities to take part in discussions with the teacher and other students in which the students were able to demonstrate listening and speaking skills.

Progress Monitoring and Feedback Environment

In some classrooms, students demonstrated or verbalized an understanding of the lesson or content being presented and responded to teacher questioning to improve understanding. There was limited evidence that students understood how their work would be assessed (e.g., rubric/checklist). Observations revealed few instances of students using teacher feedback to revise or improve work.

Well-Managed Learning Environment

Observations showed that a small number of classrooms were considered to be well managed learning environments. While many observations revealed that routines for beginning class promptly were in place, effective end of class procedures were less evident. The observers found that student behavior across the school was a wide spectrum of behaviors. The behaviors ranged from following directions, paying attention, and being respectful to students who were not listening, were not doing any work, sleeping, and not cooperating with the teachers.

Students were aware of classroom routines, behavioral expectations and consequences. Some students spoke respectfully to the teacher and one another.

Digital Learning Environment

There was virtually no evidence of students engaged in a digital learning environment and using technology for the purposes of higher order thinking, such as conducting research or problem solving. Evidence showed that some teachers used technology; however it was mostly for lower order functions such as displaying note or reviewing homework and lacked the connection needed to deepen the teaching and learning to reach the students at a higher level.

Improvement Priorities

Indicator	Statement	Rationale
1.3	<p>Ensure that the continuous improvement process is implemented with fidelity and documented improvement in student achievement and instruction is available and communicated to stakeholders.</p>	<p>While the school has established some structures that are supportive of continuous improvement processes, minimal evidence was presented that these processes were school-wide and systematic in nature. School personnel should critically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. Involve stakeholder groups to work collaboratively in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction.</p>
2.2	<p>Develop advisory council procedures that will support the council members in hosting effective and impactful meetings. The advisory council should suggest policy and procedures as necessary to strengthen both the work of the council and the overall improvement of student achievement within the school.</p>	<p>Review of advisory council documentation revealed a lack of policies and procedures that guide the work of the council (e.g., scheduled meetings, formal agendas and minutes). Meetings should be scheduled and topics announced for increased stakeholder participation. Agendas and minutes should be communicated with the entire school community.</p>
2.5	<p>Establish a comprehensive communication system to ensure productive alignment of all improvement initiatives within the school community.</p>	<p>Although numerous school level improvement committees and workgroups have been initiated (e.g., Advisory Council, Leadership Team, Goal Teams, Teacher Cohort, PLC's), a communication system is needed to align all workgroup outcomes with increased student achievement. Procedures for information sharing should be developed to facilitate information flow horizontally and vertically throughout these school workgroups. These procedures should be re-evaluated on a regular basis and modified to include emerging communication methods as appropriate.</p>
3.1	<p>Develop strategies that will ensure the use of effective instructional practices in all classes and provide all students with equitable and challenging learning experiences that lead to success at the next level.</p>	<p>Student survey data, student performance data as well as stakeholder interviews and classroom observations indicate that the curriculum and learning experiences prepare only some students for success at the next level. 35% of students responded that they agree/strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs."</p>

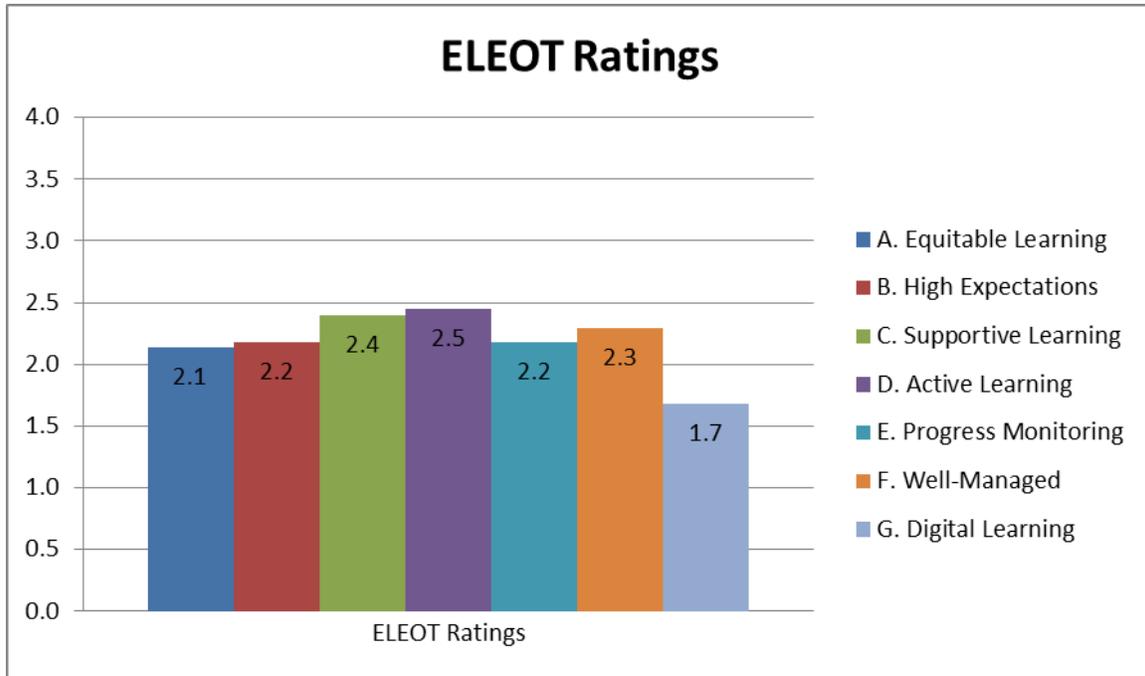
Indicator	Statement	Rationale
3.4	Revise the system of instructional program monitoring to include a clearly defined schedule of classroom visits, specific feedback to individual teachers, and regular collection and analysis of aggregate walkthrough data.	Artifact review conducted by the team provided some evidence that the administration has a plan for monitoring classroom instruction. However, classroom observations, stakeholder interviews, and school leadership presentations validated there was little or no evidence that walkthroughs take place on a regular basis and the data is collected, compiled, shared and used to improve instruction.
4.7	Create policies and procedures that ensure the school provides a coordinated approach to scheduling and closely monitors class progression to ensure increased student success and readiness for the next level.	There are a low number of students who graduate with KOSSA certification which is a cornerstone of career readiness. Stakeholder interviews indicated that assigned classes did not always align to a single career pathway. For students assigned to classes in different pathways and without the proper sequence, certification was not attainable.
5.3	Design and implement an ongoing individualized professional growth program for teachers and support staff related to the evaluation, interpretation, and use of data.	As evidenced by stakeholder interviews and surveys, few staff members have been trained in the interpretation of data or use of data in influencing and maintaining continuous improvement in student instruction and performance. Implementing continuous improvement planning based on data has demonstrated to have a positive influence on student learning and organizational effectiveness.
5.4	Facilitate the development of policies and procedures that clearly define and describe the process for analyzing student and school performance data.	Evidence from interviews and artifacts did not indicate that the school has firmly established a systematic process to use data analysis for verifiable improvement in student learning including readiness for and success at the next level.
5.4	Document student and school performance results that indicate significant improvement, and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans (e.g., 30/60/90 plans).	Administrator and staff interview results indicated that effective use of data by school personnel was an area of weakness and may be related to the lack of training in the analysis of performance data. Setting norms for the analysis and use of data at the school level should serve to reinforce the relevancy of data in systematically improving student achievement. Providing staff with instructional protocols and tools to help facilitate data interpretation should serve to alleviate the apprehension most teachers reported feeling in this area.

Indicator	Statement	Rationale
5.5	<p>Devise a system of communication to allow school leaders to monitor information about student learning and the achievement of school improvement goals and regularly present results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.</p>	<p>Little evidence existed that school performance or classroom level walk-through data is shared with the staff as a whole and goals set around teacher pedagogy or student learning. Communication with stakeholders is critical; internal as well as external stakeholders should be kept apprised of the system’s achievements, challenges, and goals related to student performance and organizational effectiveness.</p>

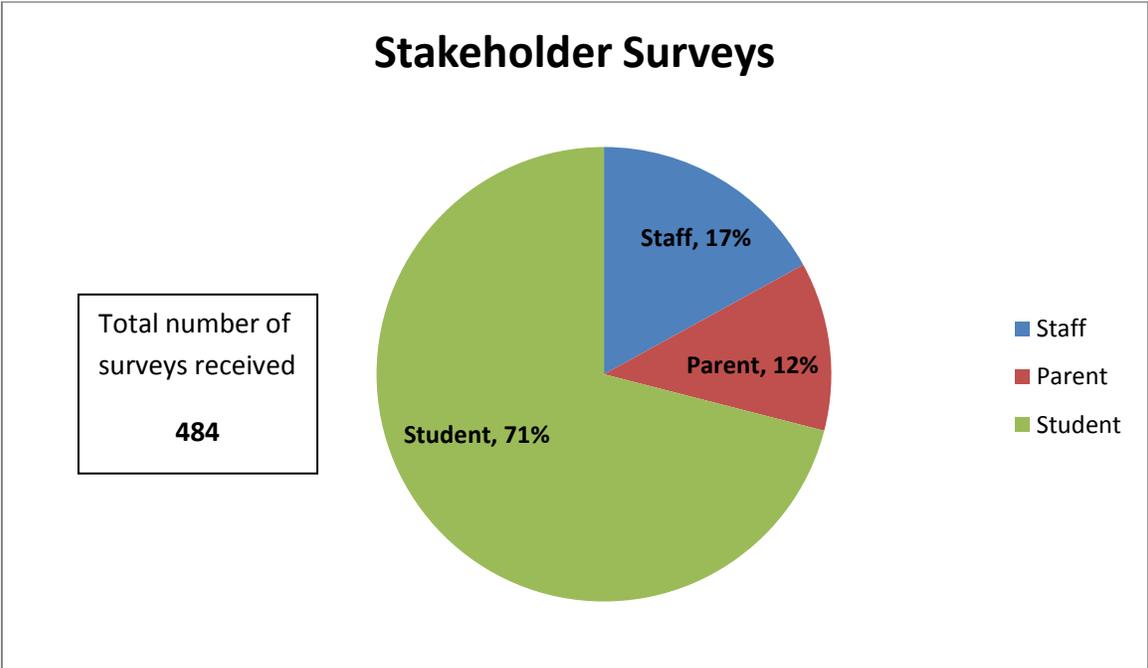
Part III: Addenda

Diagnostic Review Visuals

Average learning environment ratings
from all observations



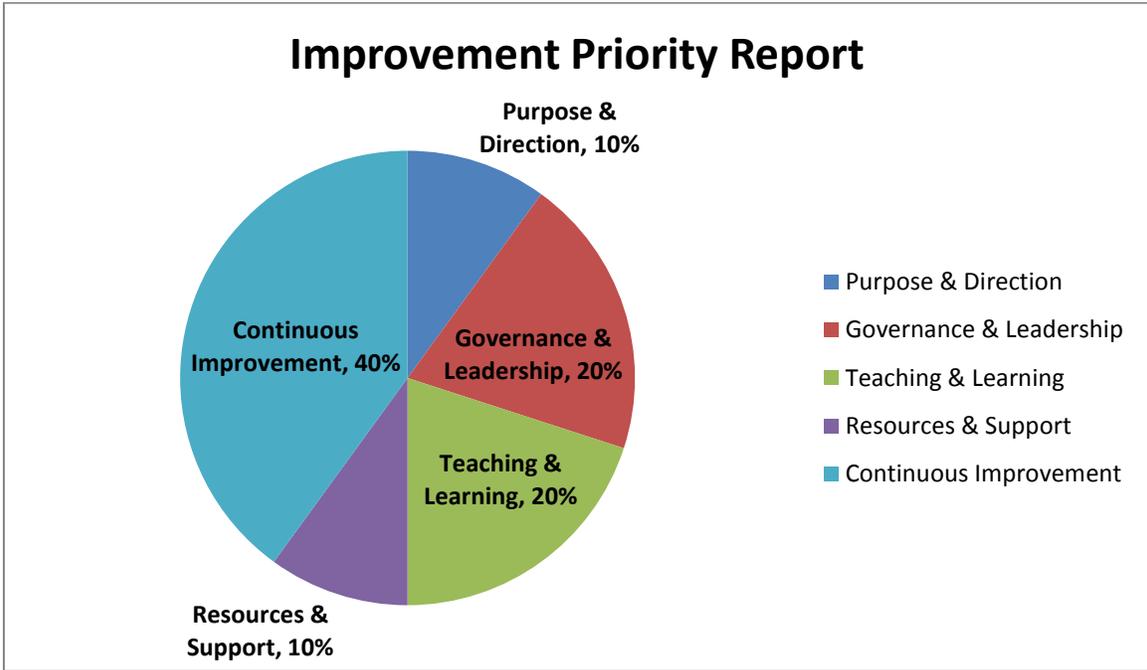
Percentages of stakeholder groups
that completed the surveys



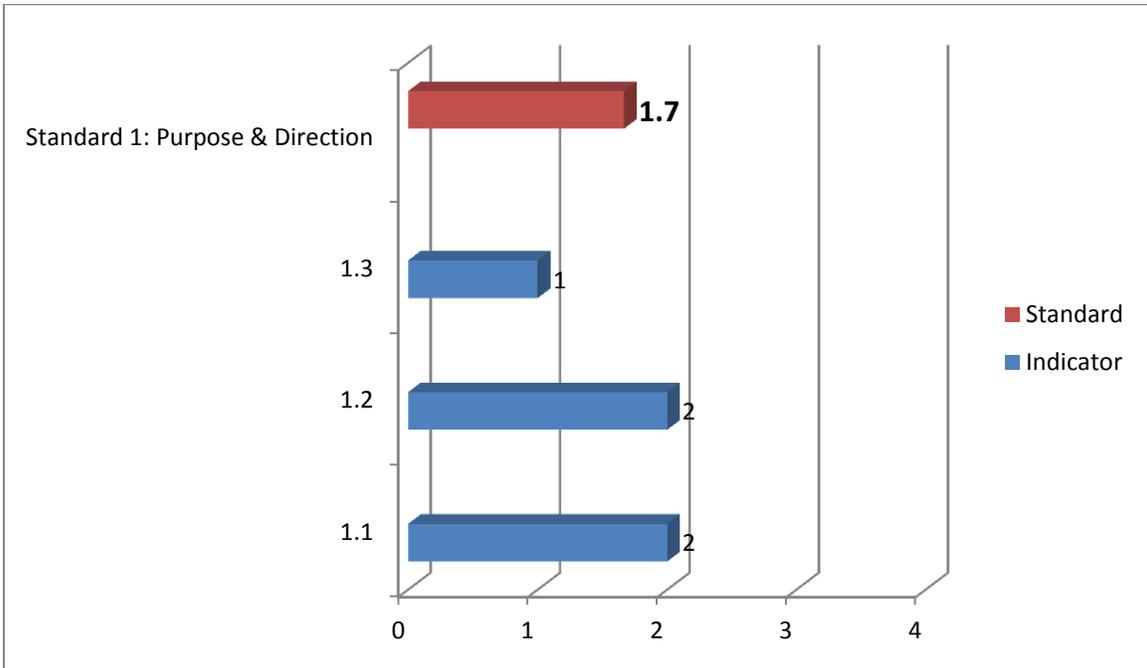
Self-Assessment performance level ratings

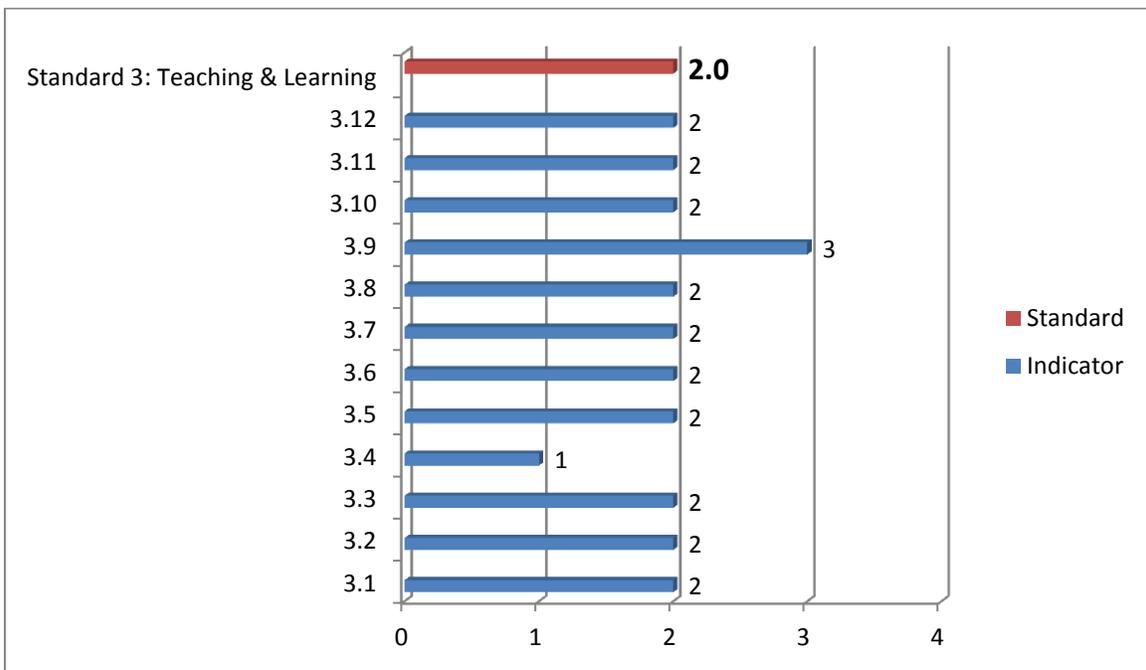
Indicator Assessment Report		
<i>Indicator</i>	<i>School Rating</i>	<i>Review Team Rating</i>
1.1	2	2
1.2	2	2
1.3	2	1
2.1	2	2
2.2	2	2
2.3	2	3
2.4	3	2
2.5	2	2
2.6	3	2
3.1	3	2
3.2	2	2
3.3	3	2
3.4	2	1
3.5	3	2
3.6	2	2
3.7	2	2
3.8	2	2
3.9	3	3
3.10	2	2
3.11	2	2
3.12	2	2
4.1	3	3
4.2	3	2
4.3	2	2
4.4	4	3
4.5	3	2
4.6	3	2
4.7	3	2
5.1	3	2
5.2	2	2
5.3	1	1
5.4	2	2
5.5	2	1

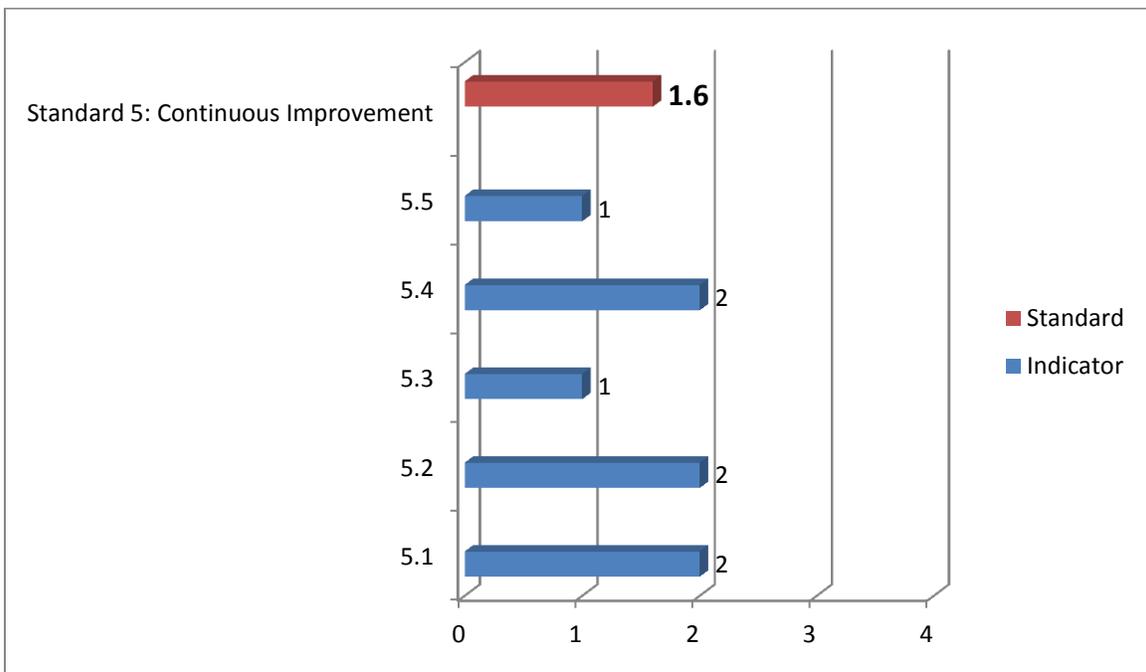
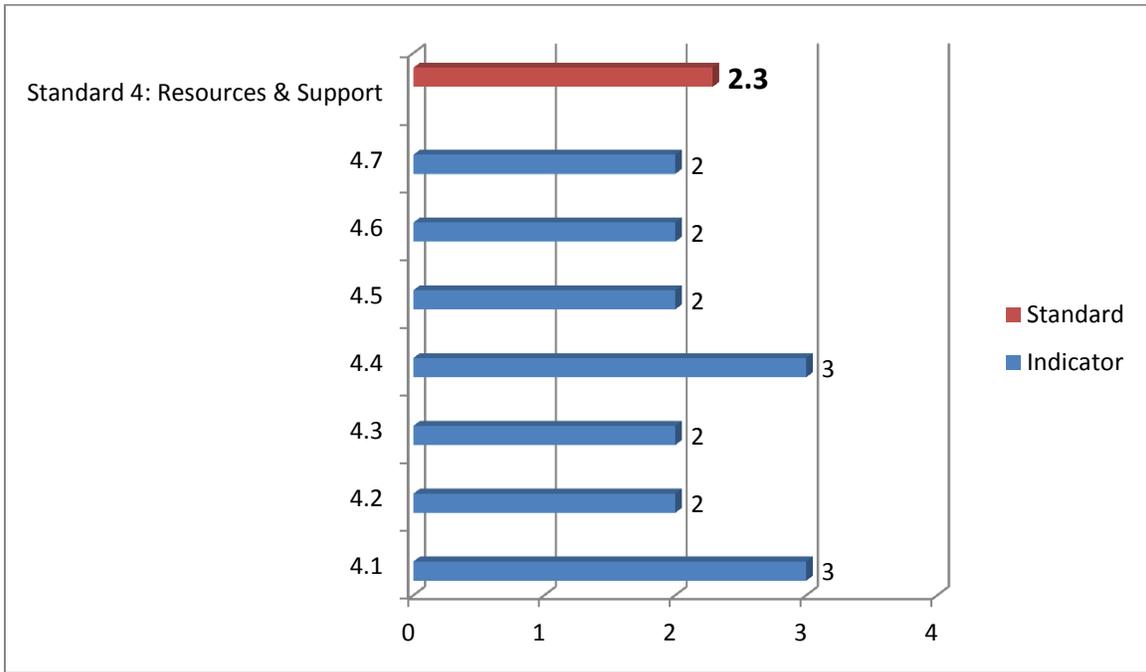
Percentage of Standards identified as
Improvement Priorities



Average ratings for each
Standard and its Indicators







2013 Leadership Assessment/Diagnostic Review Addendum
Southern High School 2011 Leadership Assessment Report
Identified Deficiencies

Deficiency 1:

The school council and principal have not shared decision making.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
x	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
<p>Evidence:</p> <ul style="list-style-type: none"> Review of Self-Assessment, review documents, teacher handbook (policies), Advisory Council artifacts Interviews with principal, advisory council members, teachers and parents 	
<p>Comments:</p> <p>An Advisory Council has been established. They currently meet bi-monthly. One teacher and one parent left the council at the end of the 2011-2012 school year and have been replaced with new members. These new members have not yet been trained. Interviews with members indicate that topics discussed include student performance and a new communication system. Agendas and minutes are not kept at all meetings. There currently is no formal follow-up communication with stakeholders to share the work of the Advisory Council.</p>	

Deficiency 2:

The principal does not serve as the instructional leader.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
x	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
<p>Evidence:</p> <ul style="list-style-type: none"> Review of walkthrough artifacts, PLC minutes, Self-Assessment, cohort activities, leadership team presentation, stakeholder surveys, Scorecard, student performance data Stakeholder interviews 	
<p>Comments:</p> <p>The principal is in the early stages of establishing himself as instructional leader in the building. The school has begun to engage students in the oversight of their own learning. Teachers now have additional opportunities to improve their practice and assume academic leadership roles. Additional growth is needed in monitoring instruction for effectiveness, using data for the purpose of adjusting of teaching practices that result in increased student achievement.</p>	

Deficiency 3:

The principal has not ensured that all students are engaged in rigorous instruction and assessment activities.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
x	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
<p>Evidence:</p> <ul style="list-style-type: none"> Review of classroom observation data, Self-Assessment, leadership team presentation, stakeholder surveys Interviews with stakeholders 	
<p>Comments:</p> <p>Some students are engaged in rigorous work. The amount of rigor and engagement varies greatly from classroom to classroom. ELEOT evidence suggests that rigor is “somewhat evident” across the school. Rigor is stronger in advanced/honors classes than in traditional or collaborative classes. In addition, rigorous assessments requiring higher-level thinking activities were not seen in all classes.</p>	

Deficiency 4:

The principal does not systematically monitor the impact of instruction, programs and resources on student achievement.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
x	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
<p>Evidence:</p> <ul style="list-style-type: none"> Review of walkthrough data, Self-Assessment, leadership team presentation, stakeholder surveys, student performance data Interviews with stakeholders 	
<p>Comments:</p> <p>The Summer Bridge program is fully monitored for impact of student growth. However, a process for consistent monitoring of all school programs for impact has not been established. School administrators receive minutes from PLC meetings, but do not attend these meetings on a regular basis. Systems of monitoring classroom practices for impact on instruction (e.g. compilation and distribution of school-wide walkthrough data) have not been developed. Systematic processes (e.g. intentional scheduling to ensure student completion of career pathways) are not in place to leverage all available resources toward increased student achievement. Processes to monitor the use of resources are not systemic in nature.</p>	

Deficiency 5:

The principal has not established a culture of high academic expectations for all students.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
x	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
<p>Evidence:</p> <ul style="list-style-type: none"> • Review of Self-Assessment, leadership team presentation, stakeholder surveys, classroom and school observation data • Interviews with stakeholders 	
<p>Comments:</p> <p>School leadership communicates high academic expectations. There is a growing awareness of a college/career readiness purpose for all students that is supported by announcements, displays and celebrations. The use of student data scorecards has communicated higher expectations to students. Observations of lessons/ELEOT data suggest that high academic expectations were “somewhat evident”.</p>	

Deficiency 6:

The school council does not accept their responsibility for student achievement.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
<p>Evidence:</p> <ul style="list-style-type: none"> • Review of Self-Assessment, review documents, teacher handbook (policies), Advisory meeting council artifacts • Interviews with principal, advisory council members, teachers and parents 	
<p>Comments:</p> <p>The school based decision making council was dissolved as a result of the Leadership Audit during the 2010-2011 school year. An Advisory council has been established.</p> <p>The role of the Advisory council is not fully understood by all stakeholders. Some members have not been trained. Agendas and minutes are not distributed to stakeholders to communicate intent and progress. The council has not been active in revising the school mission and vision. Current advisory council work involves discussing student achievement and formalizing communication throughout stakeholders, but systems/procedures to accomplish this level of communication have not yet been developed or implemented.</p>	

Diagnostic Review Team Schedule

Southern High School Magnet Career Academy School Diagnostic Review

January 9, 2013 – Diagnostic Review Team Virtual Meeting – 11:00-12:00 PM (webinar)

SUNDAY – January 13, 2013

Time	Event	Where	Who
3:00 p.m.	Check-in	Hotel	Diagnostic Review Team
4:00 p.m. -5:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team
5:30 p.m. – 6:30 p.m.	Dinner		Diagnostic Review Team
6:30 p.m. – 8:30 p.m.	Team Work Session #1 - Reviewing Internal Review documents and determining initial ratings all indicators	Hotel Conference Room	Diagnostic Review Team

MONDAY – January 14, 2013

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team
7:30 a.m.	Team arrives at school	School office	Diagnostic Review Team
8:00 – 9:00 a.m.	Standards Presentation - Questions/topics to be addressed: 1. Vision, i.e., where has the school come from, where is the school now, and where is the school trying to go from here? <u>This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student achievement as well as conditions that support learning.</u> 2. Overview of the School Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement. 3. How did the school and system ensure that the Internal Review process was carried out with integrity at the school level? 4. What has the school and system done to evaluate, support, monitor and ensure improvement in student performance as well as conditions that support learning? 5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning conditions and student achievement have improved?	Counselor Conference Room	Bryce Hibbard, Principal Diagnostic Review Team
9:00– 9:15	Break		Diagnostic Review Team
9:15 – 10:15a.m.	Principal interview	Administrative Office	Mike Todd Lewis Willian

9:15– 11:15	Begin school and classroom observations		Diagnostic Review Team
11:15 a.m.-12:00 p.m.	Lunch & Team Debriefing	Offsite/brought in	Diagnostic Review Team
12:00 – 4:00	School and classroom observations continue		Diagnostic Review Team
	Small group (3-5 persons) interviews should be scheduled for 1. Students (12:00-12:45) 2. Assistant Superintendent (1:00-1:45) 3. Parents and Advisory (2:00-2:45) 4. Community Partners (3:00-3:45)	Counselor Conference Room	(S) Donna Caldwell & Janet Granada (AS) Sara White & Mike Todd (CP) Peggy McKee & Mike Todd (P) Lewis William & Chyleigh Rose
	Begin review of artifacts and documentation		Diagnostic Review Team (working in pairs or as individuals)
4:00 p.m.	Team returns to hotel		Diagnostic Review Team
5:30 – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team
6:30 – 9:00 p.m.	Evening Work Session #2 <ul style="list-style-type: none"> Review findings from Monday Team members working in pairs re-examine ratings and report back to full team Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities at the standard level (indicator specific) Prepare for Day 2 	Hotel conference room	Diagnostic Review Team

TUESDAY – January 15, 2012

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team
8:00 a.m.	Team arrives at school		Diagnostic Review Team
8:00 – 8:45	Team debriefing	Counselor Conference Room	Diagnostic Review Team (working in pairs or as individuals)
8:45 – 11:45 a.m.	Continue interviews as necessary not completed on day #1	Classrooms and Counselor Conference Room	Diagnostic Review Team (working in pairs or as individuals)
	Continue artifact review as necessary not completed on day #1		
	Classroom observations		
11:45 a.m.-12:30 p.m.	Lunch & team debriefing	Offsite	Diagnostic Review Team
12:30 -4:00 p.m.	School and classroom observations Artifacts review Complete interviews as necessary	Counselor Conference Room	Diagnostic Review Team (working in pairs or as individuals)
5:30 – 6:30 p.m.	Dinner		Diagnostic Review Team
6:30 – 9:30 p.m.	Evening Work Session #3 <ul style="list-style-type: none"> Review findings from Tuesday Team deliberations to determine standards and indicators ratings Powerful Practices and Opportunities for Improvement at the standard level (assign team member writing assignments) Improvement Priorities – (assign team members writing assignments) Tabulate Learning Environment ratings Team member discussion: <ul style="list-style-type: none"> Themes that have emerged from an analysis of the standards and indicators, identification of Powerful Practices, Improvement Priorities, as well as a 	Hotel Conference Room	Diagnostic Review Team

	<p>listing of any schools that are falling below OR exceeding expectations and possible causes.</p> <ul style="list-style-type: none"> Themes that emerged from the Learning Environment evaluation including a description of practices and programs that the institution indicated should be taking place compared to what the team actually observed. Give generic examples (if any) of poor practices and excellent practices observed. (Individual schools or teachers should not be identified.) 		
--	---	--	--

WEDNESDAY – January 16, 2013

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team
7:30 a.m.	Check out of hotel and departure for school	Hotel	Diagnostic Review Team
8:00 – 11:00 a.m.	Classroom and school observations		Diagnostic Review Team (working in pairs or as individuals)
11:00 – 1:30	<p>Final Team Work Session</p> <p>Examine</p> <ul style="list-style-type: none"> Final ratings for standards and indicators Powerful Practices (indicators rated at 4) Opportunities for Improvement (indicators rated at 2) Improvement Priorities (indicators rated at 1 or 2) Summary overview for each standard Learning Environment narrative 		Diagnostic Review Team
11:30 a.m.-12:15 p.m.	Working Lunch		Diagnostic Review Team
1:00 – 1:30	Complete the Kentucky Leadership Assessment/Diagnostic Review ADDENDUM		Diagnostic Review Team
1:30– 2:00	Kentucky Department of Education Leadership Determination Session		Diagnostic Review Team
2:00 – 2:15 p.m.	<p>Exit Report with the principal</p> <p>The Exit Report will be a brief meeting for the Lead Evaluator and team members to express their appreciation for hosting the on-site review to the principal. All substantive information regarding the Diagnostic Review will be delivered to the principal and system leaders in a separate meeting to be scheduled later.</p>		Diagnostic Review Team

About AdvancED

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, along with the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

References

- Alwin, L. (2002). The will and the way of data use. *School Administrator*, 59(11), 11.
- Baumert, J., et al. (2010). Teachers' mathematical knowledge, cognitive activation in the classroom, and student progress. *American Educational Research Journal*, 47(1), 133-180.
- Chartered Institute of Personnel and Development. (2012). *Shared purpose: the golden thread?* London: CIPD.
- Colbert, J., et al. (2008). An investigation of the impacts of teacher-driven professional development. *Teacher Education Quarterly*, 35(2), 134-154.
- Conley, D.T. (2007). *Redefining college readiness* (Vol. 3). Eugene, OR: Educational Policy Improvement Center.
- Datnow, A., Park, V., & Wohlstetter, P. (2007). *Achieving with data: How high-performing school systems use data to improve instruction for elementary students*. Los Angeles, CA: Center on Educational Governance, USC.
- Dembosky, J.W., et al. (2005). *Data driven decisionmaking in Southwestern Pennsylvania school districts*. Working paper. Santa Monica, CA: RAND.
- Ding, C. & Sherman, H. (2006). Teaching effectiveness and student achievement: Examining the relationship. *Educational Research Quarterly*, 29 (4), 40-51.
- Doyle, D. P. (2003). Data-driven decision making: Is it the mantra of the month or does it have staying power? *T.H.E. Journal*, 30(10), 19-21.
- Feuerstein, A., & Opfer, V. D. (1998). School board chairmen and school superintendents: An analysis of perceptions concerning special interest groups and educational governance. *Journal of School Leadership*, 8, 373-398.
- Fink, D., & Brayman, C. (2006). School leadership succession and the challenges of change. *Educational Administration Quarterly*, 42 (62), 61-89.
- Greene, K. (1992). Models of school-board policy-making. *Educational Administration Quarterly*, 28 (2), 220-236.
- Guskey, T., (2007). Closing achievement gaps: Revisiting Benjamin S. Bloom's "Learning for Mastery". *Journal of Advanced Academics*. 19 (1), 8-3.
- Hornig, E., Klasik, D., & Loeb, S. (2010). Principal time-use and school effectiveness. *American Journal of Education* 116, (4) 492-523.
- Lafee, S. (2002). Data-driven districts. *School Administrator*, 59(11), 6-7, 9-10, 12, 14-15.
- Leithwood, K., & Sun, J. (2012). The Nature and effects of transformational school leadership: A meta-analytic review of unpublished research. *Educational Administration Quarterly*, 48 (387). 388-423.
- Marks, H., Louis, K.S., & Printy, S. (2002). The capacity for organizational learning: Implications for pedagogy and student achievement. In K. Leithwood (Ed.), *Organizational learning and school improvement* (p. 239-266). Greenwich, CT: JAI Press.
- McIntire, T. (2002). The administrator's guide to data-driven decision making. *Technology and Learning*, 22(11), 18-33.
- Pan, D., et al. (2003). *Examination of resource allocation in education: connecting spending to student performance*. Austin, TX: SEDL.

School Diagnostic Review Summary Report
Southern High Magnet Career Academy

Jefferson County Public Schools

1/13/2013 – 1/16/2013

The members of the Southern High Magnet Career Academy Diagnostic Review Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

Principal Authority:

The principal does have the ability to lead the intervention and should remain as principal of Southern High Magnet Career Academy to continue his roles and responsibilities established in KRS 160.345.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

_____ Date: _____

I have received the diagnostic review report for Southern High Magnet Career Academy.

Principal, Southern High Magnet Career Academy

_____ Date: _____

Superintendent, Jefferson County Public Schools

_____ Date: _____