

DIAGNOSTIC REVIEW REPORT
FOR
SHELDON CLARK HIGH SCHOOL

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41224

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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.	2.3

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"> • Self-Assessment • Executive Summary • School Website • Survey Results • Review of School-Based Decision Making (SBDM) Policies • SBDM Council Members Interview • Stakeholder Interviews 	3

Indicator		Source of Evidence	Performance Level
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"> • 30/60/90 Plan • Stakeholder Surveys Results • Instructional Non-Negotiables • Classroom and School Observations • Staff Interviews • School Website • SBDM Council Members Interviews • Stakeholder Communication Documents • Professional Learning Community (PLC) Meetings 	2
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 • Classroom Observations • Comprehensive School Improvement Plan (CSIP) • Self-Assessment • Data Room Observations • Stakeholder Survey Results • Teacher Data Notebooks • PLC Meeting Observations 	2

Opportunities for Improvement

Indicator	The Statement	Rationale
1.2	Monitor and supervise the teaching and learning process to ensure instructional strategies align and support the school's belief that all students are provided learning experiences that challenge their thinking and promote creativity and collaboration.	Staff and parent survey results were positive regarding their perceptions as to how they can be involved in the development of the school's values and belief statements. Documentation exists that supports the administrative team has made attempts to communicate with stakeholders about the teaching and learning process through a variety of formats, such as newsletters, a presentation, and through online resources. However, interviews with staff members indicate that consistent subsequent communication about how the belief statements guide instructional decision-making has not occurred. The classroom observation (ELEOT) environments and item averages confirm that most teachers do not consistently use instructional practices that align with the school's belief statement about teaching and learning; specifically, "Every teacher will foster creative, critical, and collaborative thinking among all students to promote life-long learning." Averages for ELEOT items F4 and B4 are 1.9, and the average for item B5 is 1.7 out of a maximum 4.0. These items specifically provide observable evidence that very few classrooms are promoting rigorous discussions and tasks, student collaboration, and critical thinking.
1.3	Develop a systematic process that details a variety of opportunities for stakeholder involvement and collaboration in the development of and discussion about the continuous improvement plan.	Documentation exists that the administrative team follows the required process to develop the continuous improvement plan that entails the involvement of internal stakeholders, such as teachers, members of the Leadership Team, and representatives from the district office. However, interviews with school staff and a review of school documents reveal that there is no systematic process to involve external stakeholders (parents and community members) in the development of the continuous improvement plan.

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"> • SBDM Council Member Interviews • SBDM Policies and Practices • School Leadership Presentation • SBDM Meeting Agendas and Minutes • Stakeholder Interviews • Culture Assessment Results • Master Schedule • Executive Summary • Self-Assessment • Stakeholder Survey Results • Classroom Observation Data • Walk-through Observation Data 	2
2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none"> • SBDM Council Member Interviews • SBDM Agendas and Minutes • SBDM Policies and Practices • Principal Interview • Executive Summary • Stakeholder Interviews • School Leadership Presentation 	3

Indicator		Source of Evidence	Performance Level
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"> • Policy Development Documentation • SBDM Council Member Interviews • Principal Interview • Stakeholder Interviews • SBDM Meeting Agendas and Minutes 	3
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	<ul style="list-style-type: none"> • School Leadership Presentation • Principal Interview • SBDM Council Member Interviews • Staff Interviews • Stakeholder Survey Results • Stakeholder Interviews • PLC Observations • Classroom Observation Data • Culture Assessment Results 	2

Indicator		Source of Evidence	Performance Level
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 Interview • Parent and Student Surveys • Parent and Student Interviews • Self-Assessment • Leadership Audit • School Communication Documents • School Calendar • Meeting Agendas and Minutes • Culture Assessment Results 	2
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	<ul style="list-style-type: none"> • Principal Interview • PLC Meeting Observations • Staff Interviews • Professional Growth Plans • Walk-through Observation Data • Classroom Observation Data • Executive Summary • Self-Assessment 	1

Opportunities for Improvement

Indicator	Statement	Rationale
2.1	<p>Develop a process to monitor the effective implementation of the SBDM policies and practices that promote an equitable and challenging academic environment for all students.</p>	<p>The SBDM Council has policies and practices that support the school’s instructional program and promote overall effectiveness, such as the allocation of time each day for teachers to meet in Professional Learning Communities (PLCs). A review of SBDM meeting agendas and minutes as well as results of stakeholder interviews do not indicate these policies and practices have been consistently discussed, implemented or monitored. A schedule to consistently conduct Walk-through observations to ensure effective implementation of instructional strategies is not evident. The average score of 1.9 from the ELEOT environment (High Expectations) shows that rigor, challenging activities, and critical thinking are not implemented with fidelity throughout the classrooms.</p>
2.4	<p>Communicate and monitor practices and procedures that ensure high expectations, accountability, and collaboration are the accepted norms of the school culture.</p>	<p>Stakeholder interviews and survey results indicate the administrative team has improved the school’s culture the past two years. Evidence from faculty meetings reveals the principal facilitated professional learning sessions on rigor in the classroom setting. Data gathered from ELEOT and PLC meeting observations do not indicate all staff members consistently implement and embrace high expectations for all students and each other. The learning environment, “High Expectations” received an average score of 1.8 out of a possible 4.0; the average score for each item in this environment ranged from 1.4-2.1 out of a possible 4.0.</p>
2.5	<p>Devise and implement a more effective plan for parents and community members to meaningfully engage in the school’s decision-making process.</p>	<p>Evidence from school documents and results from stakeholder interviews reveal that the administrative team has made several attempts to involve parents in school sponsored events. Interviews with administrators and support staff as well as documentation of the continuous improvement process, do not provide convincing evidence that these attempts have resulted in parents and community partners authentic engagement in the school’s decision-making school process or other similar discussions.</p>

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.	2.0

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"> • Walkthrough Observation Data • Posted Learning Targets • Lesson Plans and Course Syllabi • Instructional Non-Negotiables • Student Data Binders • Classroom Observation Data • Stakeholder Interviews • Stakeholder Survey Results 	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"> • 30/60/90 Plan • CSIP • Data Room Observations • Staff Interviews • Stakeholder Survey Results • Classroom Observation Data • Lesson Plans • Principal Interview 	2
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none"> • Classroom Observation Data • Detailed Score Reports • Professional Development Plan • Red Zone and Administrative Walkthrough Observation Data • Lesson Plans • Course Syllabi 	1

Indicator		Source of Evidence	Performance Level
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 Interviews • Administrative Walkthrough Observation Data • Professional Growth Plans • Peer Observation Instrument • PLC Team Leader Meeting Agendas and Minutes • Stakeholder Survey Results • Stakeholder Interviews 	1
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	<ul style="list-style-type: none"> • PLC Meeting Agendas and Minutes • PLC Meeting Observations • Master Schedule • Teacher Data Binders • Classroom Observation Data • Stakeholder Survey Results • Stakeholder Interviews • Culture Assessment Results 	3

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"> • Classroom Observation Data • Lesson Plans • Data Questions Document • Principal Interview • Stakeholder Survey Results • Stakeholder Interviews 	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"> • PLC Protocols • Self-Assessment • Stakeholder Interviews • Professional Learning Calendar • Professional Learning Agendas and Minutes • School Belief Statements • PLC Meeting Observations • Self-Assessment 	1
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"> • FRYSC State Report • Newsletters • Stakeholder Interviews • School Messenger • Missing Piece • Stakeholder Surveys • Facebook Page • Twitter Account • School Calendar 	3

Indicator		Source of Evidence	Performance Level
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"> • Advisor/Advisee Schedule • Advisor/Advisee Roster • Stakeholder Survey Results • Student Data Folders • Reflection Goal Sheets • FRYSC State Report 	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"> • SBDM Policies • Standards-Based Grading Documentation • Student Progress Reports • Stakeholder Interviews • Stakeholder Survey Results • Student Performance Diagnostic 	2
3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> • Professional Development Plan • Professional Development Agendas, Rosters, and Minutes • Stakeholder Interviews • PLC Meeting Agendas and Minutes • Classroom Observation Data • Culture Assessment Results 	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"> • Red Zone Observations • Gifted and Talented Student Services Documentation • Special Education Support Services Documentation • Support Staff Interviews • Guidance Services Documentation 	2

Opportunities for Improvement

Indicator	Statement	Rationale
3.1	Develop and implement a plan to consistently monitor the application of instructional strategies to provide all students with challenging and differentiated learning experiences to develop their learning, thinking, and life skills.	A review of school documentation reveals that students are provided a syllabus for each course, but the contents of the syllabus do not clearly convey the teachers' high expectations for students to aspire. PLC meeting agendas and minutes indicate that some teachers engage in professional discussions about instructional strategies to develop students' higher level thinking skill and meet their individual learning needs. Classroom observations indicate staff members display low expectations for students and teach with little rigor in similar content and grade level courses; item B1.4 on ELEOT received an average score of 1.4 ("is engaged in rigorous coursework, discussions, and/or tasks"). Other learning environment scores relative to teachers having high expectations and providing differentiated learning opportunities for students have averages of 2.1 and 1.8, respectively. Student survey results indicate that less than 50% of the students responded favorably to the statement, "the principal and teachers have high expectations of me." Additionally, 38.6% of the students agree or strongly agree that "teachers change their teaching to meet my learning needs."

Indicator	Statement	Rationale
3.2	Monitor the use of data to effectively guide curricular and instructional decisions for all students.	Staff interviews and survey results confirm that multiple sources of data are used to group students for Red Zone intervention classes. An examination of faculty meeting agendas, minutes, and documentation from professional learning sessions indicate staff members have received training on data collection, analysis, and use to guide instruction. However, classroom observations and lesson plan reviews indicate data are not consistently and uniformly utilized to modify the curriculum and make instructional decisions to meet the needs of individual students in all of the core content classes. Equitable Learning environment item A.4, “has differentiated learning opportunities and activities that meet her/his needs” scored an average of 1.8 out of a possible 4.0; evidence that staff members do not consistently use individual student data to differentiate instruction. Additionally, the school is in the process of completing its development of common formative assessments for all courses.
3.6	Provide teachers with professional learning on how to implement the use of instructional exemplars in their lessons. Develop a plan to monitor the application of instructional exemplars.	Classroom observations and lesson plan reviews reveal students do not have examples of high quality work (exemplars) from which to use as a reference. High Expectations environment item B.3., “is provided exemplars of high quality work” scored an average of 1.4 out of a possible 4.0; evidence that staff members do not include this practice in their daily lessons. Student survey results indicate that approximately 61% of the students agree or strongly agree that “teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught.” Over 24% responded neutral to the item.
3.10	Implement a consistent grading and reporting process aligned to the standards based curriculum. Monitor the implementation to ensure student progress is fairly and appropriately measured.	Staff members have received training on Standards-Based Grading and there is evidence of a phase-in plan so all courses and grades will have consistent grading practices. However, interviews with staff and students reveal inconsistencies as to how student progress is currently graded and reported. A review of student performance results and student progress reports indicate a gap between grades on report cards or progress reports and actual achievement results.

Indicator	Statement	Rationale
3.11	<p>Develop and implement professional learning that aligns to the school's purpose and improves staff members' knowledge and use of instructional strategies.</p>	<p>The school follows the district's plan for professional learning, and has provided teachers with sessions on creating formative assessments, rigor in the curriculum, and data use. However, a review of the PLC meeting agendas and minutes reveal little or no reference to activities that builds or enhances the instructional capacity of staff members. Evidence from ELEOT further confirms that teachers need to demonstrate consistent use of instructional strategies that support the school's belief that "Every teacher will foster creative, critical, and collaborative thinking among all students to promote life-long learning."</p>
3.12	<p>Develop a systemic process to identify students with unique learning challenges and provide the level of support they need to be successful.</p>	<p>Observations reveal that some students with low summative assessment scores receive instructional interventions in the Red Zone classes. Interviews with support staff and a review of guidance/counseling documents indicate limited support services for students not in the Red Zone classes or that need additional assistance to become proficient in the various content areas and programs. Student survey results indicate that 51% agree or strongly agree with the statement, "My school provides learning services for me according to my needs." While 66% of the parents agree or strongly agree that their child receives appropriate learning support, the same parent survey results indicate that 51% do not agree or strongly agree with the perception statement, "All of my child's teachers meet his/her learning needs by individualizing instruction."</p>

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.	2.4

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"> • Self-Assessment • Executive Summary • SBDM Consult Policy • Stakeholder Interviews • Staffing Allocation Document • District Hiring Policy and Procedures • SBDM Policies and Practices • School Budget 	2

Indicator		Source of Evidence	Performance Level
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"> • Master Schedule • Classroom Observation Data • Stakeholder Interviews • Stakeholder Survey Results • Self-Assessment • Staffing Allocation Document • School Budget • School Calendar 	3
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"> • Executive Summary • Self-Assessment • Stakeholder Interviews • Stakeholder Survey Results • Maintenance and Custodial Checklists and Schedules • Safety Audit • School Leadership Presentation • Documentation of Emergency Procedures • Culture Assessment Results 	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"> • Staff and Student Interviews • Media Center and Classroom Observations • Staffing Allocation Document • Stakeholder Surveys 	3

Indicator		Source of Evidence	Performance Level
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	<ul style="list-style-type: none"> • Self-Assessment • Stakeholder Interviews • Classroom Observation Data • Stakeholder Survey Results • District Technology Plan • School and District Policies and Procedures 	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"> • Self-Assessment • Guidance Counselor and Family Resource Youth Service Coalition (FRYSC) Staff Interviews • School Leadership Presentation • Stakeholder Survey Results • Stakeholder Interviews • List and Schedule of Counseling Services 	2

Indicator		Source of Evidence	Performance Level
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"> • Guidance Counselor and FRYSC Staff Interviews • Advisor/Advisee Schedule • Self-Assessment • Executive Summary • Parent Survey • Stakeholder Survey Results • Stakeholder Interviews • Description of IEP Process • School Policies and Procedures 	3

Opportunities for Improvement

Indicator	Statement	Rationale
4.1	Initiate a process that involves the district, SBDM members, and appropriate school staff to evaluate and prioritize staff allocations. Review the roles and responsibilities of staff members to ensure that the needs of all students are met and the staffing allocations align with the school's purpose and belief statements.	A review of school system hiring and SBDM policies reveal that a process exists for school leaders to access, interview, and hire staff in consultation with SBDM council members. Statements articulated during the administrative team interviews indicate that a systematic plan is not used to determine how staff members are allotted and scheduled to effectively address the students' needs and support the school's continuous improvement efforts.

Indicator	Statement	Rationale
4.3	Establish and monitor processes and practices to ensure the school environment is safe, clean, and a healthy for all stakeholders.	The school has satisfactorily addressed most of the recommendations stated in the recent safety audit. Statements made during the student and staff interviews indicate all students' safety and health needs have not been assessed and school safety procedures are not consistently implemented or monitored. Parent and staff survey data are positive regarding the safety of the school, contrasted with only 25% of the students agreed or strongly agreed the school is safe, clean, and provides a healthy place for learning. School-wide observations of the facilities and statements conveyed during stakeholder interviews indicate the student restroom facilities are in great need of repair.
4.5	Develop a comprehensive technology plan based on the priorities and needs of students and staff members and supports the school's purpose and beliefs.	Interviews with support staff reveal that technology accessibility has improved with the acquisition of additional hardware resources. Additional stakeholder interviews indicate little evidence that a school level technology plan exists as part of the district's plan. Classroom observation data indicate students' use of technology to gather information, conduct research, and communicate and collaborate for learning were the lowest average scores of all ELEOT discrete items (1.3, 1.5, and 1.1). The Digital Learning Environment scored a 1.3 average-the lowest of all learning environment scores. Additionally, 40% of the students were neutral or disagreed that the computers are up-to-date and used by teachers to help improve the learning process.
4.6	Develop, monitor and evaluate improvement plans to meet the physical, social, and emotional needs of each student.	The school has a partnership with an outside agency that provides counseling services to students when needed. Student interviews indicate that students have access to Family Resource Youth Service Coalition (FRYSC) programs, but the student survey results reveal that only 30% of the students agree or strongly agree that there are counseling and other programs to help them in school. FRYSC staff and guidance counselor interviews reveal there are a multitude of social issues that challenge students and their families who live in this community. Other staff interviews indicate improved communication from the administrative and support staff is needed to ensure students and families are informed about the counseling services.

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.	2.4

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"> • Stakeholder Survey Results • Self-Assessment • Red Zone Notebook • Data Room Observations • Student Performance Diagnostic • PLC Agendas and Minutes • Stakeholder Interviews • School Policies and Procedures 	3
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"> • Advisor/Advisee Schedule • Student Data Folders • PLC Meeting Observations • Stakeholder Interviews • Red Zone Notebook • Data Room Observations • Stakeholder Survey Results • School Leadership Presentation • Professional Development Plan • Culture Assessment Results • 30/60/90 Day Plans 	2

Indicator		Source of Evidence	Performance Level
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> • Professional Development Plan • Professional Development Agendas and Minutes • Big Rocks Document • PLC Agendas and Minutes • Classroom Observation Data • Lesson Plans • Stakeholder Survey Results • Student Performance Diagnostic 	2
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"> • School Leadership Presentation • Student Data Folders • Student Performance Diagnostic • Principal Interview • PLC Meeting Observations • Teacher and Student Interviews 	3
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"> • Stakeholder Interviews • Stakeholder Survey Results • Data Room Observations • School Leadership Presentation • SBDM Council Member Interviews • Self-Assessment 	2

Opportunities for Improvement

Indicator	Statement	Rationale
5.2	Clarify and monitor processes for the utilization and analysis of data to inform instruction.	Comments during the school leadership presentation and teacher interviews reveal the school has some processes and procedures in place to collect and discuss student data. A review of documentation indicates that several forms of data are used to place students in the “Red Zone” classes that need academic interventions. PLC meeting observations and stakeholder interviews reveal that content area and grade level teachers inconsistently use data to make instructional decisions.
5.3	Implement professional development activities to provide rigorous training on data analysis.	Staff survey results indicate that approximately 33% of school personnel are unsure or disagree that all professional staff members have been effectively trained to use data to inform instructional decisions. Although data were used to place students in “Red Zone” classes, there was very limited evidence that staff members use data to identify gaps in the instructional program or improve their use of instructional strategies. Review of professional development plans do not show evidence that staff members have received adequate professional training on the collection, use, and analysis of student data to improve student learning.
5.5	Evaluate the current process used to communicate information to all stakeholders about student achievement. Determine if a more effective process needs to be implemented to ensure all stakeholders are informed of the student achievement successes and challenges.	Communication regarding student achievement results is regularly provided to internal stakeholders: teachers and students. Interviews with community members, survey data, and statements made during the leadership presentation do not provide evidence that a systematic plan is in place to communicate achievement results to all stakeholders. Student survey data indicate that approximately 50% of the students perceive that the school shares information about school success with families and community members.

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 25, 2013 to begin a preliminary examination of Sheldon Clark High School's Internal Assessment Report and determined points of inquiry for the on-site review. Next, team members arrived in the district on Sunday, February 10, 2013 and concluded their work on February 13, 2013.

Sheldon Clark 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	2
Site-Based Council Members	6
Teachers and Support Personnel	41
Parents and Community Members	13
Students	34
TOTAL	96

The Diagnostic Review team also conducted classroom observations in 30 classrooms using the Effective Learning Environment Observation Tool (ELEOT). Additionally, the team reviewed stakeholder survey data from AdvancED surveys administered by the school. The Diagnostic Review team noted that parent survey results did not meet the minimum return rate threshold of the 20%. The team also noted that very few students were administered or chose to respond to the survey.

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 administrative team has made substantial improvements to the school's culture for all stakeholders to experience. Implementing Professional Learning Communities, focusing on improving school safety and student discipline, and providing academic interventions for students have made positive impacts on the perceptions and trust level stakeholders have and communicate about Sheldon Clark High School. The administrative team has made some attempts to meaningfully engage external stakeholders in decision-making that affects the

school, but this change that will require additional and different strategies than what is currently used. The School-Based Decision Making members and the administrative team appear to work collaboratively and effectively for the good of the school and community. Policies and practices are in place that support and align with the school's purpose and beliefs, but closer supervision to determine the degree the belief statements are fully deployed in all aspects of the teaching and learning environment will result in improved student learning and greater collaboration among faculty members.

The Educational Recovery Staff provides the staff with information on student achievement data, strategies to use for improved student learning, and assistance to determine student groupings. Staff members are in the beginning phases of using multiple forms of data to inform student placement; additional professional learning will improve their use and application of data to guide daily instructional decisions. Additionally, when a systematic monitoring process is fully executed, the effective application of instructional strategies that differentiate learning, engage students in critical thinking, and promote student collaboration will increase and improve student achievement.

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

Standard 1 – Purpose and Direction

- The school has an established policy (5.01) that provides a process for the review, revision, and communication of the school's mission statement and motto. The school has engaged internal stakeholders in the revision and/or development of the school's belief statements, but the extent to which the process included a wide range of external stakeholders is very limited. Minimal evidence exists to indicate the administrative team used a systematic process to encourage external stakeholders' participation in the discussion about the belief statements or to provide on-going substantive feedback regarding school's purpose, direction and instructional program.
- Documentation exists that substantiates internal stakeholders had opportunities to provide input into the school's continuous improvement plan. There is evidence to indicate all staff members have knowledge of the school's belief statements regarding teaching and learning. The extent to which staff members have fully embraced and applied the belief statements relative to teaching and learning strongly suggests this is an area that needs immediate attention and correction.

Standard 1 – Purpose and Direction

- The school's continuous improvement plan includes all of the significant components of a comprehensive plan: goals that are aligned with the learning targets, measurable objectives, strategies, activities, resources, and timelines to achieve the improvement goals. There is evidence that the progress of the objectives is monitored by some internal stakeholders; however, there is limited evidence that indicates a broad range of stakeholder involvement to monitor and receive information about the school's progress in the area of teaching and learning.

Standard 2 – Governance and Leadership

- The school has a high-functioning School Based Decision-Making Council, whose authority, as well as the principal's, was maintained as a result of the previous Leadership Assessment process. The SBDM council members participate in professional development for information and guidance regarding their defined roles and responsibilities. There is evidence that the SBDM council members respect and protect the principal's autonomy to make decisions that affect the day-to-day operation of the school. The SBDM has policies and practices in place that are regularly reviewed for their relevance and alignment with the school's purpose and direction.
- There is limited evidence to support that the policies and practices regarding the instructional program are consistently monitored for effective implementation and consistency among all staff members. Evidence from classroom walkthrough observations and other documentation reveal that a process to supervise and monitor the instructional program is needed. Evidence from stakeholder interviews and survey results reveal that the administrative team has made a positive impact to change the school's culture. However, classroom observations, interviews, and data analysis indicate that not all internal stakeholders embrace the school's belief statement regarding high expectations, a rigorous instructional program, and student collaboration. The SBDM and administrative team provide staff members with opportunities to participate and engage in dialogues about student achievement and instructional practices during the daily Professional Learning Community (PLC) time.

Standard 3 – Teaching and Assessing for Learning

- There is evidence that the all content and grade level teachers have received training on how to plan and execute rigorous lessons and use data to guide instructional decisions. Documentation revealed that the principal conducted a training session for teachers on rigor in the curriculum and modeled effective instructional strategies during the session. However, classroom observation data did not indicate there is a consistent and effective application of instructional strategies across all grades and content areas that require students to think, create, and collaborate. Observations in classrooms and review of lesson plans do not indicate active student engagement in all classrooms. Administrators have a walk-through instrument that is designed to monitor the instructional program and provide feedback to the respective teachers, but evidence shows the instrument is inconsistently used for this purpose. The 30/60/90 day plans also clearly state that the walk-through instrument will be used and the data analyzed for instructional improvement.
- The SBDM and administrative team provide and support time for teachers to collaborate during the PLC time each day. There is evidence the principal creates weekly agendas and meets with the PLC teacher leaders to attain feedback, engage in dialogue about instruction, and discuss the continuous improvement plan. Opportunities exist during the allotted PLC time for teachers to observe their peers, but there is limited evidence that this effective practice occurs. Additionally, staff members have been exposed to a variety of professional learning; sessions were provided by the Kentucky Department of Education, the school district, and the administrative team. The extent to which professional learning is increasing staff members' capacity to improve instruction for all students is not apparent. Evidence did not indicate that the administrative team monitors the extent to which staff members' consistently apply effective instructional strategies and skills. There is limited evidence that staff members are provided a formalized mentoring or coaching program that aligns with the school's values and beliefs about teaching and learning.
- The school has a viable and effective advisor/advisee program that provides an adult advocate for each student. This program enables staff members to develop supportive relationships with students, monitor their academic progress, and serve as student advocates. Staff members provide regular and frequent communication to the students' parents about progress and challenges, and to establish a trusting relationship.
- Although there is evidence that data from multiple assessments are used to create student groups for the Red Zone intervention classes, there is no evidence that the practice of data analysis occurs consistently or systemically in all classrooms to meet the learning needs of all students. It is not evident that students receive differentiated instruction or other interventions to meet their academic needs outside of the Red Zone period.

Standard 4 – Resources and Support Systems

- The administrative team and SBDM members have established policies, processes, and procedures to hire and retain qualified professional staff. A review of the school’s budget and master schedule indicate that there the fiscal resources are appropriately used and align with the purpose and direction of the school and district. Some stakeholders conveyed concern that a few support staff positions have either been eliminated or remained vacant (counselors, media specialist) this school year. These stakeholders are of the belief that filling these positions will improve student learning and meet the challenging social needs of students who live in this community.
- There is a monitoring system used by specific staff members to ensure the school maintains safe and healthy conditions for teaching and learning. There is evidence that the staff and parents perceive the school is safe, clean, and healthy for all stakeholders. Student survey results do not support the adults’ perceptions that the school is a safe, clean and healthy learning environment for them. Observations from the Diagnostic Review Team and statements made from a few stakeholders indicate the school facility needs maintenance attention and possible renovation, particularly in the student restroom areas. The school has addressed many of the findings stated in the contents of the safety audit.
- There is evidence that the school’s technology infrastructure has improved as a result of the recent acquisition and installation of new hardware. A review of documentation and results from interviews did not reveal that a school-developed technology plan exists. Students and school personnel have some access to media and information resources necessary to achieve the educational programs of the school, but some stakeholders believe that the addition of a full-time media specialist would improve the accessibility and usability of the laptops that are stored in the media center. Classroom observation data indicate that the students rarely use or have access to technology during instructional time to conduct research, communicate and collaborate with each other, and create original works for learning.
- School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of most students, but documentation and interviews reveal additional resources are needed to provide comprehensive and appropriate guidance and counseling services to students and their families, when needed.

Standard 5 – Using Results for Continuous Improvement

- The school administers all of the standardized and summative assessments as required by the district and the Kentucky Department of Education. Teachers and support staff members meet to collaboratively develop formative assessments; progress is being made to complete the development for all content areas. Stakeholder interviews and classroom observations reveal that the school collects and analyzes summative student achievement data, primarily to determine student placement in the Red Zone classes. The Educational Recovery Specialists provide all teachers with updated student performance data from MAP, EPAS, EOC, and CCR assessments and assist them with the data analysis of these assessments. There is limited evidence that school staff uses data consistently to meet the learning needs of all students or to differentiate their instruction.
- Some evidence, such as statements made during stakeholder interviews, indicate staff members meet regularly to determine progress towards college/career readiness benchmarks based on student achievement data. Interviews with stakeholders indicate a solid and collegial relationship exists between the principal at Sheldon Clark High School and the principal at the district’s vocational school.
- There is evidence the administrative team shares information about student learning and the status of school improvement goals during PLC time and faculty meetings. Documentation reviews and stakeholder interviews indicate there are attempts to use a variety of methods to provide external stakeholders with updated information about student achievement, but the process needs to be reviewed to determine its effectiveness and acceptance. The degree to which students are aware of their collective achievement is not fully evident.

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 is highly important for student learning. 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 30 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. Some observation data revealed that students understood that rules and consequences were fair and consistently applied. However, there was marginal evidence that showed opportunities for students to learn about their own and others backgrounds, cultures, and differences. Little evidence was present that teachers differentiated learning opportunities and activities in the classrooms.

High Expectations Environment

There was some evidence that 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. There was little evidence that students were engaged in rigorous coursework and discussions or responded to questions of higher order thinking. Some evidence indicated students were given challenging, but attainable tasks.

Supportive Learning Environment

Observations showed that students did experience assistance to understand the concept being taught and accomplish the task set before them. There was evidence that some students did ask for clarification and sought out help for misconceptions during class time. It was somewhat evident that students demonstrated learning experiences to be positive, and there were fairly positive attitudes towards the classes and learning. Some evidence showed that students received additional instruction and/or feedback to meet their needs.

Active Learning Environment

Some observations revealed that 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. Some 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.

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 or quizzing. There was limited evidence that students understood how their work would be assessed (e.g., rubric/criteria), or that students had opportunities to revise or improve work based on teacher feedback (outside of Red Zone).

Well-Managed Learning Environment

Classroom observations showed that students generally speak and interact respectfully with the teacher and peers. Most students transition smoothly from one activity to the next. It is slightly less evident that they consistently follow school rules, or that they know class routines, expectations, and consequences. There is limited evidence that students collaborate effectively with other students during student-centered activities.

Digital Learning Environment

There was very little 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. Virtually no evidence was gathered where students were using digital tools to

communicate and work collaboratively to learn. Evidence showed that some teachers used technology; however it was mostly for functions such as displaying directions and lacked the connection needed to deepen the teaching and learning to reach the students at a higher level.

Improvement Priorities

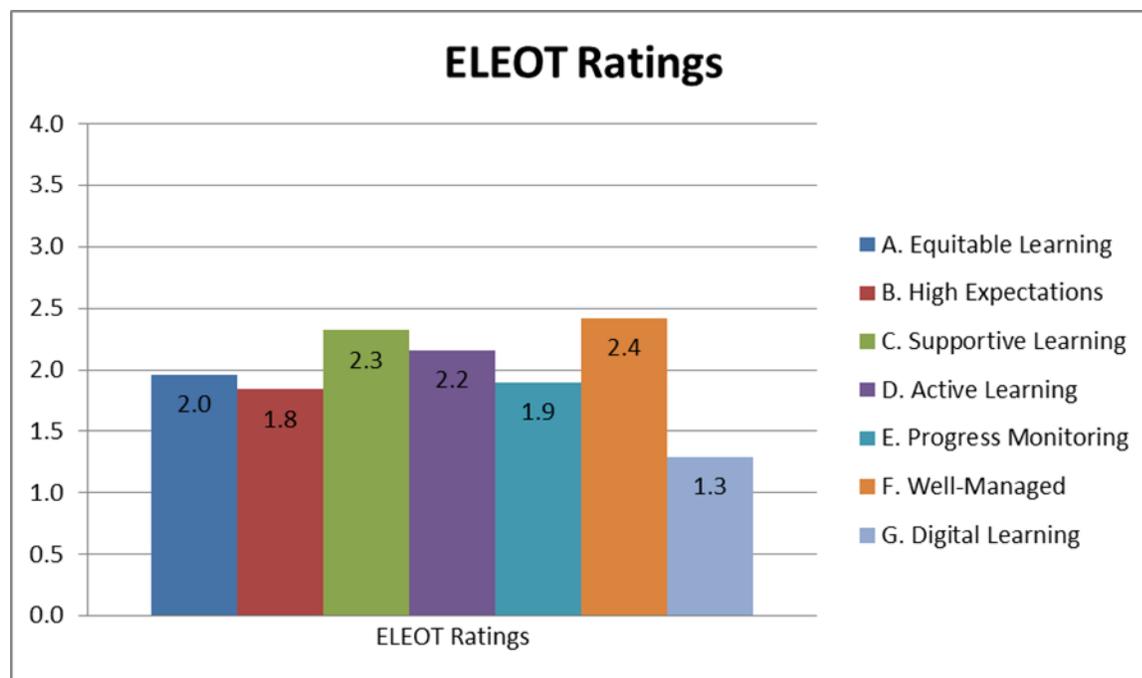
Indicator	Statement	Rationale
2.6/3.4	<p>Establish and implement a process to consistently and effectively supervise the instructional program.</p>	<p>Interviews with the administrative and support staff team reveal that the staff is formally observed as part of the requirements of the annual teacher evaluation process. A review of the school staff's professional growth plans indicate the some certified support staff members do not have professional growth plans aligned to the outcomes of their respective annual evaluations. Evidence from the walk-through observations and data from ELEOT show a lack of focused and systematic supervision of the overall instructional program. The averages for two learning environments (High Expectations Environment average is 1.8 and the Progress Monitoring Environment average is 1.9) are very low and indicate the need for the administrative team to closely and carefully supervise the instructional program.</p>
3.3	<p>Develop professional learning sessions that provide teachers with a repertoire of instructional strategies and best practices to use that increase student engagement, improve student critical thinking abilities, and promote student collaboration. Monitor the application of these instructional strategies.</p>	<p>Classroom observations data indicate students were attentive and respectful during the lessons, but very few lessons actively engaged students in the learning. Average scores for the learning environments, "Active Learning" and "Progress Monitoring and Feedback" were among the lowest scores on ELEOT; the average score for the Active Learning Environment is 2.2, and the average score for the Progress Monitoring and Feedback Environment is 1.9 out of a possible 4.0. A review of course syllabi, lesson plans, and other like documentation indicate little emphasis on improving students' critical thinking skills and promoting ways for students to collaborate on projects and classroom activities.</p>

Indicator	Statement	Rationale
3.7	<p>Implement a teacher mentoring and coaching program that aligns with the school’s beliefs about teaching and learning. Provide opportunities beyond the time allotted for Professional Learning Communities for teachers to collaborate and observe and learn from their peers.</p>	<p>Interviews with school staff indicate that first-year teachers participate in an induction program as required by the Kentucky Teacher Internship program. A review of school documents and statements made during staff interviews reveal that the school does not have a formal process for the mentoring and coaching of staff members. Evidence from the PLC protocol reviews and meeting observations provide minimal evidence that staff members engage in discussions related to the school’s values, beliefs, and expectations regarding teaching and learning.</p>

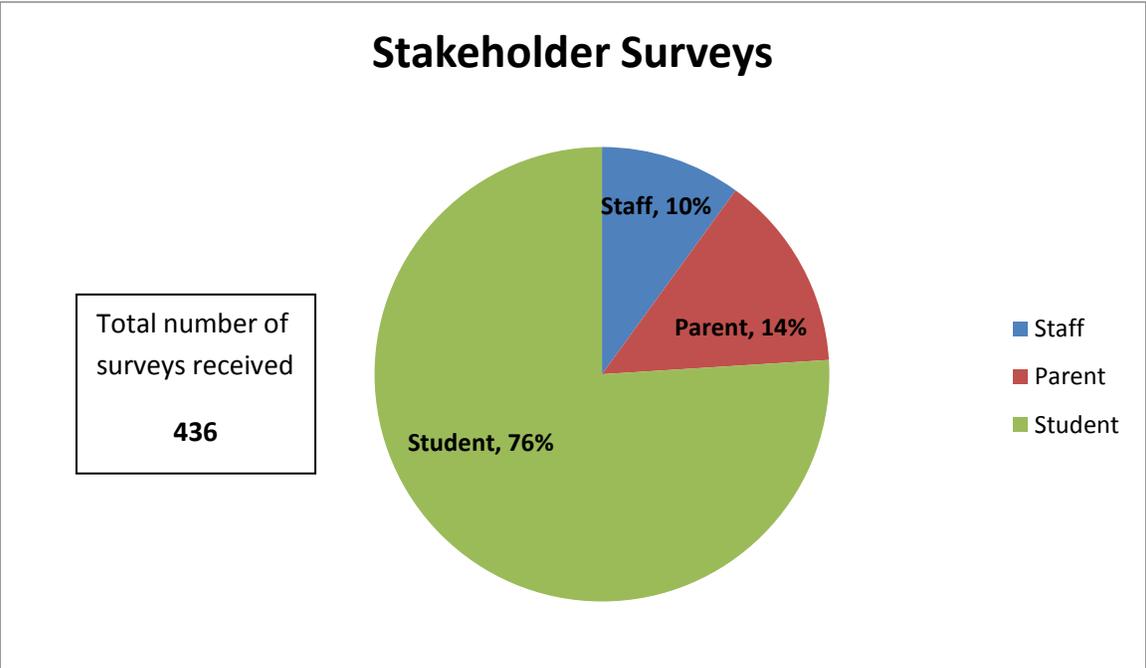
Part III: Addenda

Diagnostic Review Visuals

Average learning environment ratings from all observations



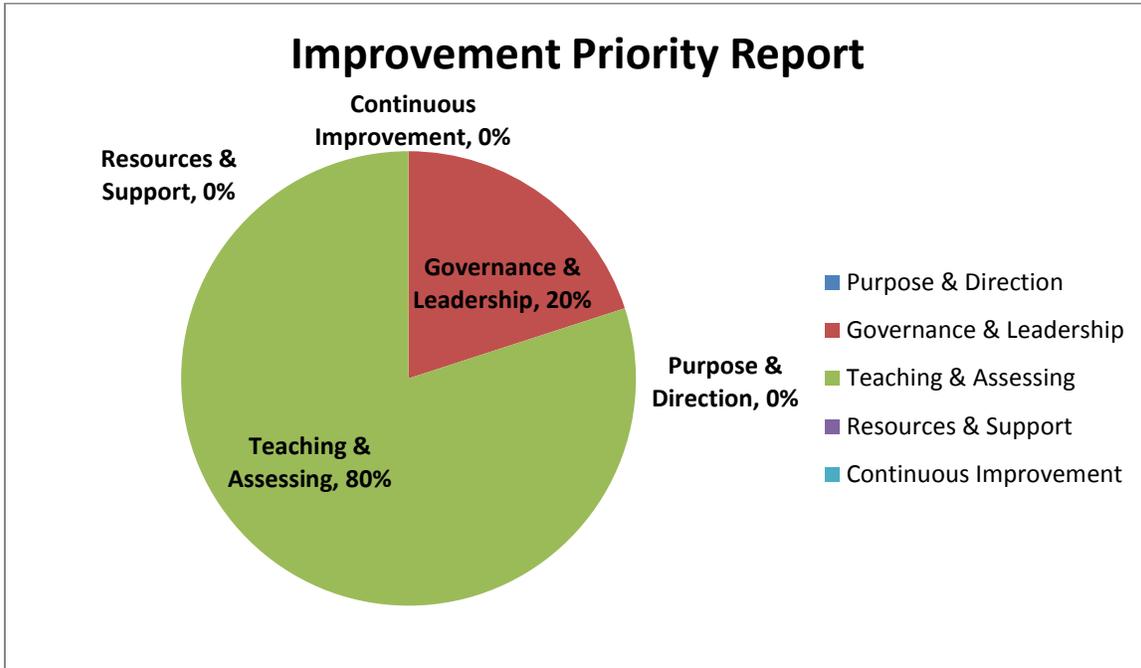
Percentages of stakeholder groups that completed the surveys



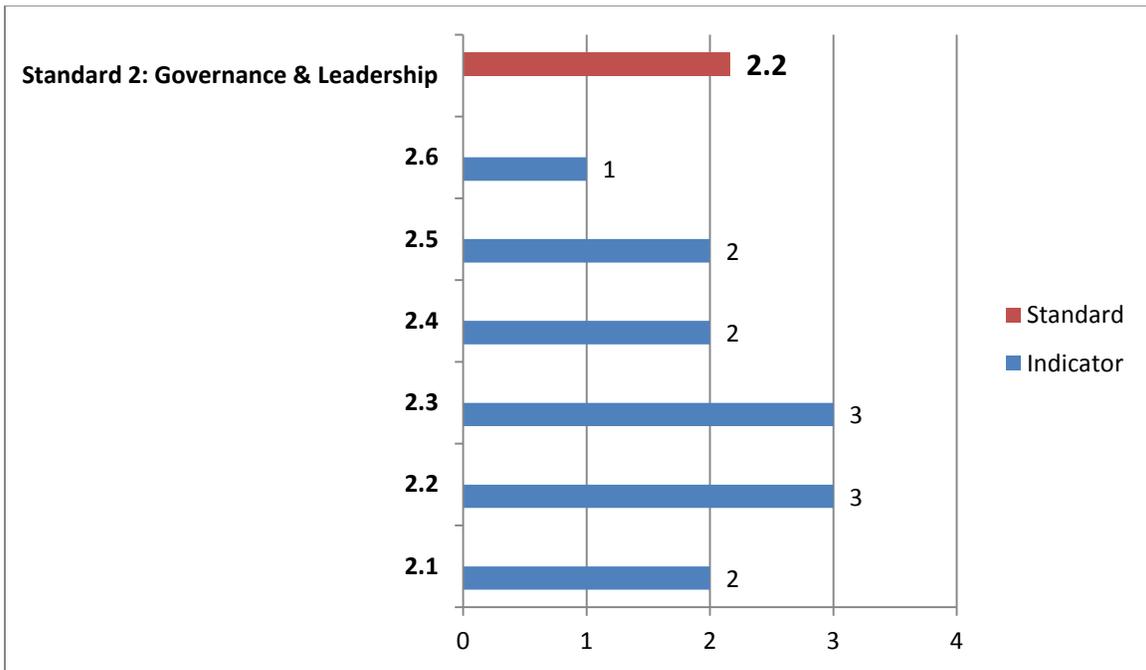
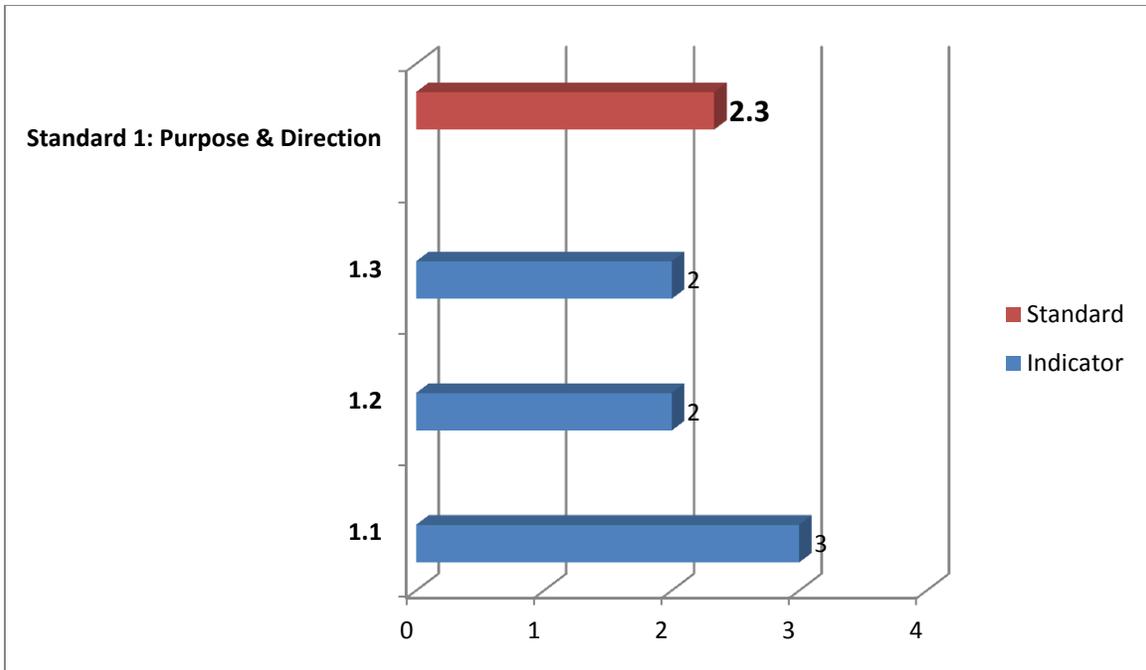
Self-Assessment performance level ratings

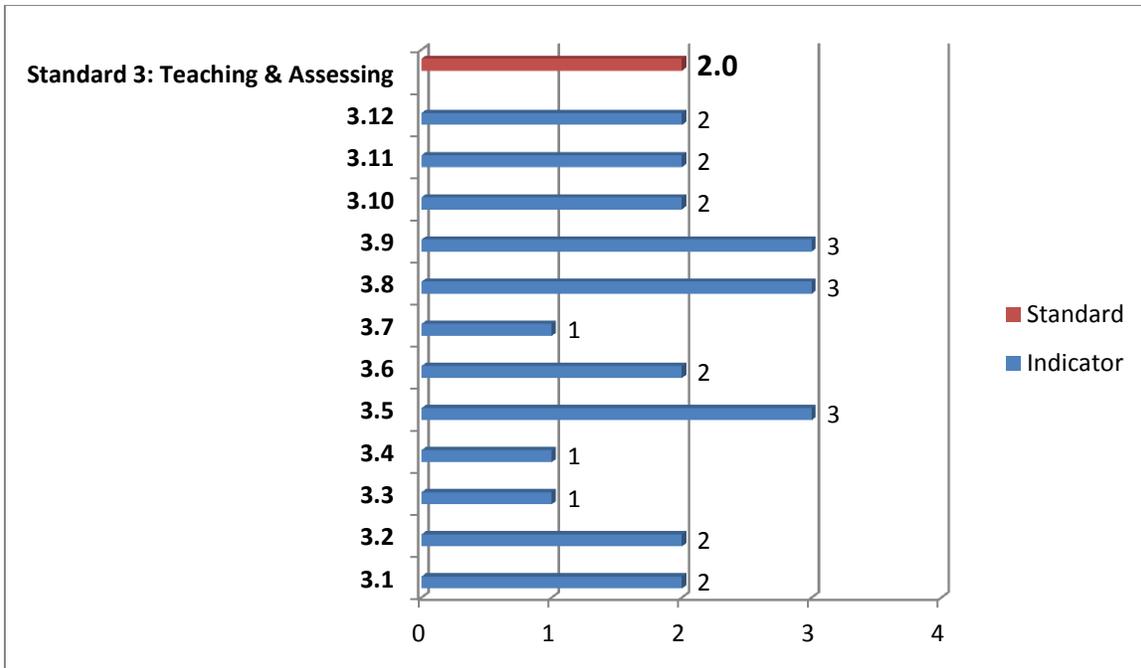
Indicator Assessment Report		
<i>Indicator</i>	<i>School Rating</i>	<i>Review Team Rating</i>
1.1	3	3
1.2	2	2
1.3	2	2
2.1	3	2
2.2	3	3
2.3	3	3
2.4	3	2
2.5	2	2
2.6	3	1
3.1	3	2
3.2	3	2
3.3	3	1
3.4	3	1
3.5	3	3
3.6	3	2
3.7	2	1
3.8	2	3
3.9	3	3
3.10	3	2
3.11	3	2
3.12	3	2
4.1	3	2
4.2	3	3
4.3	4	2
4.4	3	3
4.5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

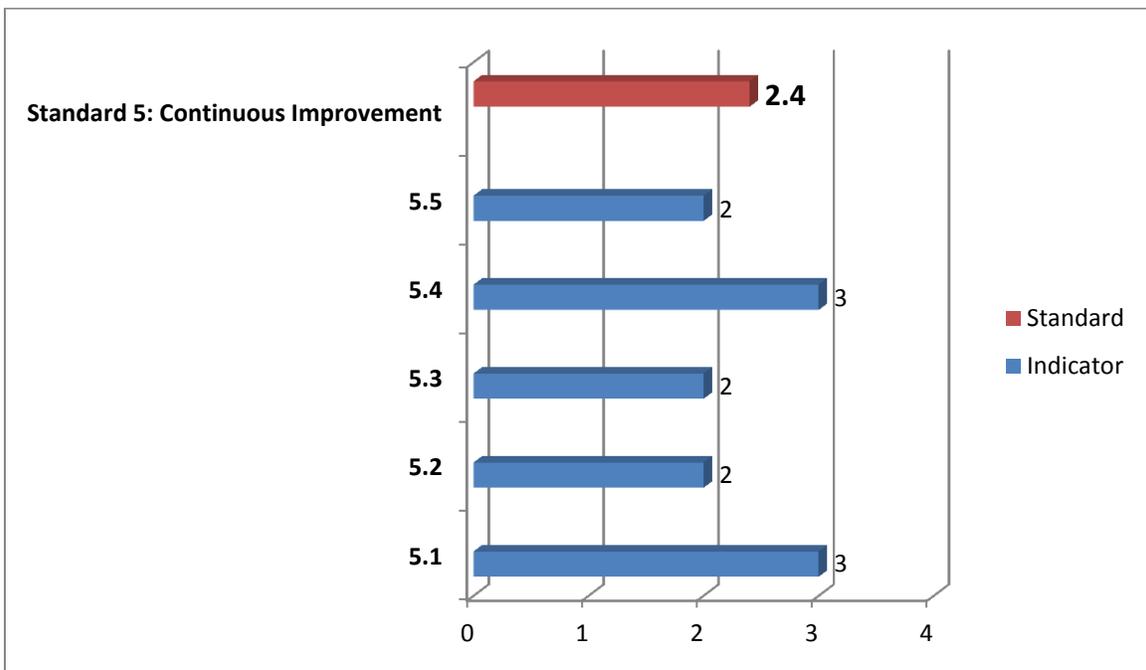
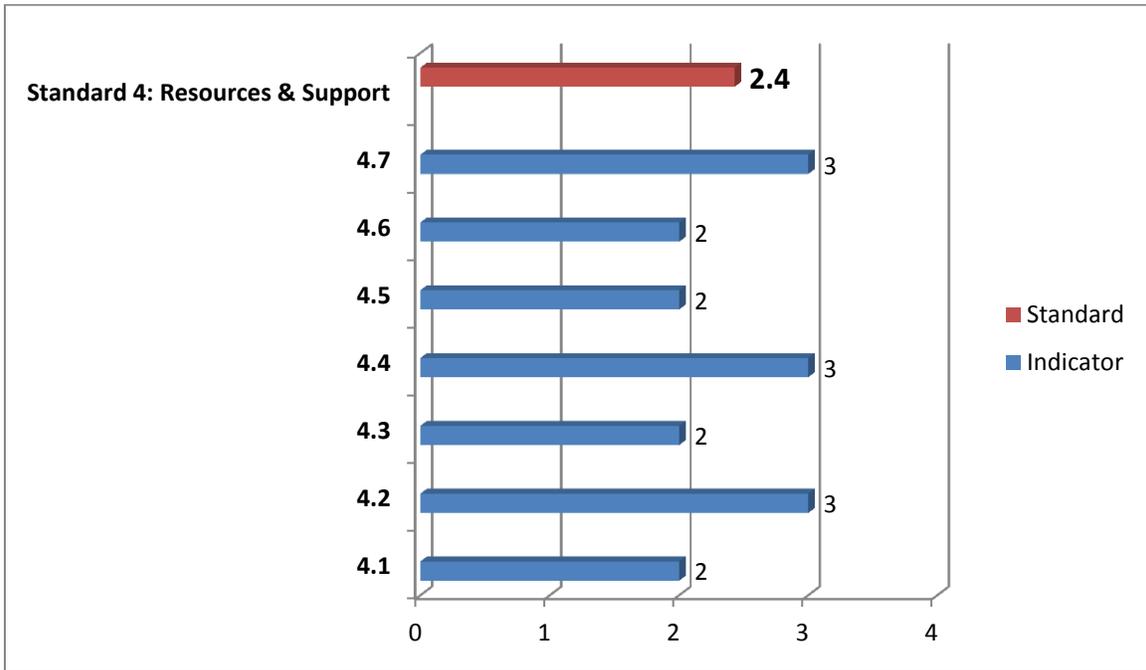
Percentage of Standards identified as Improvement Priorities



Average ratings for each Standard and its Indicators







2013 Leadership Assessment/Diagnostic Review Addendum

Sheldon Clark High School 2011 Leadership Assessment Report Identified Deficiencies

Deficiency 1:

The principal does not hold all staff members accountable for setting high 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"> • Classroom Observation • School Observation • Principal/Staff Interviews • PLC Meeting Minutes and Agendas • Survey Data 	
<p>Comments:</p> <ul style="list-style-type: none"> • The principal communicates expectations for student learning. • Evidence collected revealed inconsistencies between shared beliefs on expectations for student learning and implementation of equitable learning experiences at the classroom level. • While there is evidence to support that there are high expectations surrounding assessment data (MAP, CCR, EOC) for students to reach benchmark, there are inconsistencies in the delivery of instruction, indicating that high expectations do not exist or are not effectively communicated/monitored at the individual teacher classroom level. • There is evidence to support that stakeholders are aware of expectations; however, there is limited evidence indicating high or shared expectations. 	

Deficiency 2:

The principal does not lead school staff in the regular analysis of data to identify gaps in the curriculum and weaknesses in the instructional program.

	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"> • Principal Interview/Presentation • Classroom Observation • Professional Development Plan • PLC Meeting Minutes and Agendas • PLC Observation • Staff Interviews 	

<p>Comments:</p> <ul style="list-style-type: none"> • There is evidence to support the education recovery team completes data analysis and provides to staff. • There is little evidence to identify how or if data is utilized to inform modifications of curriculum or instructional practices. • There is evidence to support the principal participates in initial analysis of summative data to place students into Red Zone classes, however limited evidence exists to support it is on-going and/or utilized to inform or strengthen the instructional program and instructional practice. • There is evidence that the principal shares data with all staff at faculty meetings. • There is evidence that PLC teams review data of all subgroups to group students. • There is evidence to indicate the principal meets with PLC leads weekly to review data and communicate expectations.

Deficiency 3:

The principal has not implemented a fully functioning system of interventions to reduce achievement gaps and ensure all students meet state and federal proficiency standards.

	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"> • Principal/Staff/Student Interviews • Guidance Services Documents • Student Data Folders • PLC Observation • Red Zone Observations
<p>Comments:</p> <ul style="list-style-type: none"> • There is a partially functioning intervention system (Red Zone) in place designed to meet state and federal proficiency standards. • There is evidence that indicates not all faculty possess the necessary skills required to fully implement the intervention system. • There is evidence to support not all faculty are knowledgeable about the intervention process as it relates to student assignment, progress monitoring procedures, and student re-assignment based on data • Evidence exists to support achievement gap areas are identified; however, there is limited evidence to suggest that this data is utilized to modify the instructional program within the core classes (Tier I Instruction). • ELEOT data indicates there is limited differentiated instruction in the regular core classes (Tier I Instruction).

Deficiency 4:

Procedures and programs have not been developed to involve all stakeholders as active partners in improving academic achievement at Sheldon Clark High School.

	This deficiency has been addressed in an exemplary manner.
X	This deficiency has been addressed satisfactorily.
	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"> • SBDM Policies • Student, Parent, Staff Surveys • Principal Presentation/Interview • Staff/Student Interview • PLC Observation 	
<p>Comments:</p> <ul style="list-style-type: none"> • There is an existing school vision policy that defines procedures to involve multiple stakeholder groups in the review, revision, and communication of school mission, motto and belief statements. • There is an existing communication plan that details communication strategies for internal (students, staff, BOE) and external (parents, parent organizations, key communicators, business community, elective officials, senior citizen groups, community groups, post-secondary schools) groups. • There is evidence that the school utilizes various social media (twitter, facebook, etc) to communicate with various stakeholder groups with minimal success. • Evidence supports that the school holds annual data night to communicate school data inform stakeholder groups about school progress with limited community participation. • Interviews and PLC observations revealed that teachers are actively calling parents regularly to report “good news” in addition to traditional phone calls and phone calls are made through advisory regarding student goal setting. • No evidence exists to indicate the school worked to take academic achievement information out to the community in varied locations throughout the district (Community Center, Public Library, Churches, etc) • Evidence exists that the principal has collaborated with community members to support instructional programs within the school. (Fast Lane, Local Government, Mental Health Facility, ATC, etc.) 	

Deficiency 5:

The principal and school council have not created a safe and healthy learning environment for all students and staff.

	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.

Evidence:

- Student, Parent, Staff, Support Staff Interviews
- Student, Parent, Staff Survey
- Visual Observation of School Space

Comments:

- The school has hired a Director of School Culture Services to address safety and health issues.
- Student interviews indicated the school was dirty with smoke and tobacco in restrooms and that the school facility was not kept in good condition by other students who do not respect the building because of its age and current condition. To remedy this, specific custodians are assigned to clean the restroom multiple times per day.
- Visual observation of the building reveals several deficiencies in the aesthetics of the building.
- Support Staff interviews indicate limited accountability or clear chain of command as it relates to the cleanliness of the building.
- Exterior doors to the out-buildings are not locked.
- Students frequently carried and drank from open containers brought in from outside the building.
- Principal has requested school safety audit, structural engineer evaluation, and locks be put on external doors.
- Evidence indicates that students report they have at least one adult in the building they feel comfortable speaking with.
- Evidences supports principal has addressed results of safety audit.

Deficiency 6:

The principal and school council have not developed a comprehensive school improvement plan that addresses the learning needs of all students.

	This deficiency has been addressed in an exemplary manner.
X	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:

- CSIP and 30/60/90 Plan
- Red Zone Observations
- Classroom Observations
- Student, staff Interviews

Comments:

- There is a documented comprehensive school improvement plan on file.
- There is limited evidence that the CSIP is communicated to all staff or utilized to drive the instructional practice.
- Evidence exists that data is analyzed, but not utilized to drive the instructional process to address learning needs of all students.
- There is a plan to provide interventions to meet the learning needs of students.

Diagnostic Review Team Schedule

Virtual Diagnostic Review Team Meeting – January 25, 2013

Sheldon Clark High School Diagnostic Review Schedule

SUNDAY, February 10, 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, February 11, 2013

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team
7:30 a.m.	Team arrives at school	School office	Diagnostic Review Team
8:15 – 9:15 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?	Data Room (upstairs)	Robbie Fletcher, Principal Diagnostic Review Team
9:15– 9:30 a.m.	Break		Diagnostic Review Team
9:30 – 10:30 a.m.	Principal interview	Administrative Office	Mike Todd
9:30– 11:30 a.m.	Begin school and classroom observations		Diagnostic Review Team

11:30 a.m.-12:30 p.m.	Lunch & Team Debriefing	Offsite/brought in	Diagnostic Review Team
12:30 – 4:00	School and classroom observations continue Artifact Review		Diagnostic Review Team
	Small group (5-7 persons) interviews should be scheduled for 1. Students (1:00-1:45) Team 1 and 2 2. Community Partners/Parents (2:00-2:45) Team 1 and 2 3. SBDMC Parents (3:00-3:45) Team 3 4. SBDMC Teachers (ongoing) Team 3	(1) Data Room (upstairs) (2) Counselor Office (downstairs)	Interview teams: (1) Leisa Dickerson & Lynn Smith (2) Jan McDowell & Beth Lee (3) Mike Todd
	Begin review of artifacts and documentation		Diagnostic Review Team
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, February 12, 2013

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team
7:30 a.m.	Team arrives at school		Diagnostic Review Team
8:00 – 8:45	Team debriefing	Data Room (upstairs)	Diagnostic Review Tea
8:45 – 11:45 a.m.	Continue interviews as necessary not completed on day #1	Classrooms and Data Room (upstairs)	Diagnostic Review Team
	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	Data Room (upstairs)	Diagnostic Review Team
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 listing of any schools that are falling below OR exceeding expectations and possible causes. • Themes that emerged from the Learning 	Hotel Conference Room	Diagnostic Review Team

	<p>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.)</p>		
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WEDNESDAY, February 13, 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
11:00 – 1:30	<p>Final Team Work Session 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 	Data Room (upstairs)	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	Data Room (upstairs)	Diagnostic Review Team
1:30– 2:00	Kentucky Department of Education Leadership Determination Session	Data Room (upstairs)	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>	Administrative Office	Lead Evaluator, Co-Lead/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 (NWAC) 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.

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School Diagnostic Review Summary Report

Sheldon Clark High School

Martin County Public Schools

2/10/2013 – 2/13/2013

The members of the Sheldon Clark High School 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 Sheldon Clark High School 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 Sheldon Clark High School.

Principal, Sheldon Clark High School

_____ Date: _____

Superintendent, Martin County Public Schools

_____ Date: _____