

# **DIAGNOSTIC REVIEW REPORT**

## **FOR**

# **CHRISTIAN COUNTY SCHOOLS**

200 Glass Ave  
Hopkinsville, KY

**Mary Ann Gemmill, Superintendent**

***February 24-27, 2013***



**North Central Association Commission on Accreditation and School Improvement (NCA CASI),  
Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools**

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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/Systems 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 and system 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 system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	<b>1.8</b>

Indicator		Source of Evidence	Performance Level
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	<ul style="list-style-type: none"> <li>• Mission and Vision Statements</li> <li>• Staff's Presentation and Interview</li> <li>• Examples of stakeholder communication documents</li> <li>• Survey data</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• School and system stakeholder Interviews</li> </ul>	2
1.2	The system ensures that each 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"> <li>• Stakeholder interviews</li> <li>• Cabinet's Presentation</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Survey Data</li> <li>• Stakeholder interviews</li> </ul>	1
1.3	The school leadership and staff at all levels of the system 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"> <li>• Stakeholder Interviews</li> <li>• Cabinet's Presentation</li> <li>• System/School Improvement Plans</li> <li>• Report Card</li> <li>• Self-Assessment</li> <li>• Stakeholder Surveys</li> <li>• Stakeholder communication documents</li> </ul>	2

Indicator		Source of Evidence	Performance Level
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> <li>• Stakeholder interviews</li> <li>• Cabinet’s presentation</li> <li>• System/School Improvement Plans</li> <li>• Report Card</li> <li>• Self-Assessment</li> <li>• Stakeholder Surveys</li> <li>• Stakeholder communication documents</li> </ul>	2

## Opportunities for Improvement

Indicator	Statement	Rationale
1.1 & 1.3	<p><b>Implement a systematic process to review, revise and communicate a system-wide purpose and direction for student success. Ensure that the process (1) is collaborative and includes board members as well as representatives from other stakeholder groups; (2) is focused on creating a culture that is committed to high expectations for student achievement as well as school/system effectiveness; (3) and reflects system-wide shared values and beliefs about teaching and learning.</b></p>	<p>The superintendent and the vast majority of the professional staff in the district’s central offices have been in their positions for less than a year. In addition, two new members of the Board of Education were elected four months ago. Interviews and documentation consistently reveal that, under the direction of the new superintendent and newly constituted Board, the school system has begun the process of redefining values and beliefs about teaching and learning and re-establishing a system-wide culture focused on improvement of student performance. The team has been presented information about the district mission and the superintendent’s vision. However, neither of these statements represents a comprehensive system-wide purpose and direction for student success that (1) has been developed through a collaborative and highly inclusive process including the Board of Education and other stakeholder groups such as school leaders; (2) commits to high expectations for the performance of both students and staff; (3) and that reflects shared values and beliefs about teaching and learning. No documentation was provided to indicate that the school system systematically reviews and revises its formal statement of purpose and direction or shared values and beliefs periodically. Documentation and interviews suggest that communication and collaboration is improved from the past and that the new superintendent is attempting to build support and understanding across the community for new district initiatives and programs.</p>

Indicator	Statement	Rationale
1.4	<p><b>Develop policies and procedures that will ensure leadership at the schools and all levels of the system implement a continuous improvement process that provides clear direction for improving learning as well as the conditions that support learning.</b></p>	<p>Documentation and interviews reveal that district leadership is committed to improvement of student performance and is engaged in the ongoing development of a Four Year Academic Plan focused on the overarching goals of improving performance and effectiveness, better serving the needs of students and the community and improving system capacity to reach college and career readiness expectations. This document, which is somewhat like a strategic plan, identifies broad areas of program improvement and development for the next four years, such as adding/revising program offerings at the career technical school. Documents and interviews further reveal that the school and district are engaged in the Comprehensive District/School Improvement Planning using ASSIST also focused on improving student performance and system/school effectiveness. The extent to which other divisions or departments within the system are similarly engaged in a continuous improvement planning process, aligned to board of education goals, that support improvement in learning and conditions that support learning is not evident. Consider consolidating and unifying improvement planning initiatives as well as the management of implementation through the use of ASSIST.</p>

## 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 must 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.

<b>Standard 2 – Governance and Leadership</b>	<b>Standard Performance Level</b>
The system operates under governance and leadership that promote and support student performance and system effectiveness.	<b>2.0</b>

Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	<ul style="list-style-type: none"> <li>• School and system stakeholder interviews</li> <li>• Stakeholder survey data</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Review of Board of Education Policies</li> <li>• Staff Handbook</li> <li>• Student performance data</li> <li>• School improvement Planning Documents</li> <li>• Cabinet/Superintendent presentation and interviews</li> <li>• Interviews with members of the Board of Education</li> </ul>	2
2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none"> <li>• Stakeholder survey data</li> <li>• Superintendent’s presentation and interview</li> <li>• Review of documents and artifacts</li> <li>• Interviews with members of the Board of Education</li> <li>• Parent and community interviews</li> <li>• District staff interviews</li> </ul>	2

Indicator		Source of Evidence	Performance Level
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	<ul style="list-style-type: none"> <li>• Superintendent's presentation and interview</li> <li>• Review of documents and artifacts</li> <li>• Interviews with School Board members</li> <li>• Interview with district staff</li> </ul>	2
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	<ul style="list-style-type: none"> <li>• Board of Education Policies</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Self-Assessment</li> <li>• Stakeholder Interviews</li> <li>• Cabinet/Superintendent Presentation and Interview</li> <li>• Parent, school and community interviews</li> </ul>	2
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	<ul style="list-style-type: none"> <li>• Stakeholder Surveys</li> <li>• Stakeholder Interviews</li> <li>• Cabinet/Superintendent Presentation and Interviews</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Student Performance Data</li> </ul>	2

Indicator		Source of Evidence	Performance Level
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	<ul style="list-style-type: none"> <li>Stakeholder survey data</li> <li>Interviews with staff, stakeholders, Superintendent</li> <li>Executive Summary</li> <li>Self-Assessment</li> <li>Student Performance Data</li> </ul>	2

## Opportunities for Improvement

Indicator	Statement	Rationale
2.1	<b>Review and refine board and administrative policies and practices, including monitoring and supervision of personnel and educational programs, in the context of newly revised statement of purpose and direction. Ensure that policies and practices promote conditions that support student learning, effective instructional and assessment procedures, and are focused on providing equitable and challenging learning experiences for all students.</b>	Review of documentation and interviews indicate that there is no clearly defined district statement of purpose and direction for improving student performance. Interviews and documentation indicate that the Board of Education and the broader community are engaged in policy review or development only to a limited extent. The extent to which the Board of Education is fully engaged in setting expectations for the school system or identifying areas for improvement is not consistently apparent. Staff and student survey data, performance data, and stakeholder interviews do not support the existence of effective policies and practices that establish expectations for supervision, monitoring and oversight of all educational programs.
2.2	<b>Develop policies and procedures that will enhance communication, coordination and understanding between the Board of Education and the school council.</b>	Interviews and documentation at the school and district levels did not reveal the existence of clear procedures for ongoing communication and interaction between the Board of Education, district staff and the SBDM Advisory Council at the school. The degree to which system leadership is providing ongoing support, monitoring, ensuring effective communication and coordination between the SBDM Advisory Council and district is unclear.

Indicator	Statement	Rationale
2.4	<p><b>Examine the degree to which professional attitudes and communication strategies foster collegiality, collaboration, a culture of collective accountability, mutual respectfulness, and the creation of trust and confidence among school and system leaders. Use this examination to redefine processes, procedures and communication strategies for ensuring effectiveness, focus on student learning, alignment to the Board of Education’s purpose and direction, and the accomplishment of school/district goals.</b></p>	<p>Interviews with district staff as well as some school staff consistently revealed the existence of dissonance between district leadership and school leadership stemming from what appears to be a mutual lack of trust and understanding of roles, responsibilities, challenges, and expectations. The existence of a culture characterized by high levels of trust among leaders at all levels is a distinguishing factor in determining the overall strength and effectiveness of an organization. Actions of leaders that do not build trust or leverage the strengths and abilities of individuals can be highly detrimental to students and the effectiveness of a school and system.</p>
2.5	<p><b>Develop opportunities for improving stakeholder communications and engagement. Examine ways to involve stakeholders in shaping decisions, providing feedback, working collaboratively on system improvement efforts, and in providing meaningful leadership roles.</b></p>	<p>While documentation and interviews reveal that the Superintendent has established some advisory councils and is attempting to engage the broader community in a conversation about the future of the school system, little active stakeholder participation in leadership roles, engagement in improvement planning efforts, or other activities that would build a greater sense of ownership and responsibility in the success of the school or system among teachers, parents, students, administrators, and community members are in evidence. Survey data, especially student surveys, suggests that opportunities for stakeholders to be meaningfully engaged may be limited. The low survey response rate among parents, less than 5%, may suggest low levels of parent participation, engagement, and limited sense of community or ownership in the school or system.</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 development 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>	<b>Standard Performance Level</b>
The system’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.	<b>1.3</b>

Indicator		Source of Evidence	Performance Level
3.1	The system’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"> <li>• Stakeholder survey results</li> <li>• Superintendent’s interview</li> <li>• Review of documents and artifacts</li> <li>• Interviews with school board members</li> <li>• Presentation and interviews with district staff members</li> <li>• Classroom observations</li> <li>• Student performance data</li> <li>• School and district Report Card</li> </ul>	1
3.2	Curriculum, instruction, and assessment throughout the system 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"> <li>• Stakeholder survey results</li> <li>• Superintendent’s interview</li> <li>• Review of documents and artifacts</li> <li>• Interviews with school board members</li> <li>• Presentation and interviews with district staff members</li> <li>• Classroom observations</li> <li>• Student performance data</li> <li>• School and district Report Card</li> </ul>	1

Indicator		Source of Evidence	Performance Level
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none"> <li>• Stakeholder survey results</li> <li>• Superintendent’s interview</li> <li>• Review of documents and artifacts</li> <li>• Interviews with school board members</li> <li>• Presentation and interviews with district staff members</li> <li>• Classroom observations</li> <li>• Student performance data</li> <li>• School and district Report Card</li> </ul>	1
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none"> <li>• Stakeholder survey results</li> <li>• Superintendent’s interview</li> <li>• Review of documents and artifacts</li> <li>• Interviews with school board members</li> <li>• Presentation and interviews with district staff members</li> <li>• Classroom observations</li> <li>• Student performance data</li> <li>• School and district Report Card</li> </ul>	1

Indicator		Source of Evidence	Performance Level
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	<ul style="list-style-type: none"> <li>• Stakeholder survey results</li> <li>• Superintendent’s interview</li> <li>• Review of documents and artifacts</li> <li>• Interviews with school board members</li> <li>• Presentation and interviews with district staff members</li> <li>• Classroom observations</li> <li>• Student performance data</li> </ul>	2
3.6	Teachers implement the system’s instructional process in support of student learning.	<ul style="list-style-type: none"> <li>• Stakeholder survey results</li> <li>• Superintendent’s interview</li> <li>• Review of documents and artifacts</li> <li>• Interviews with school board members</li> <li>• Presentation and interviews with district staff members</li> <li>• Classroom observations</li> <li>• Student performance data</li> <li>• School and district Report Card</li> </ul>	1

Indicator		Source of Evidence	Performance Level
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system’s values and beliefs about teaching and learning.	<ul style="list-style-type: none"> <li>• Stakeholder survey results</li> <li>• Superintendent’s interview</li> <li>• Review of documents and artifacts</li> <li>• Interviews with school board members</li> <li>• Presentation and interviews with district staff members</li> <li>• Classroom observations</li> </ul>	1
3.8	The system and all of its schools engage families in meaningful ways in their children’s education and keep them informed of their children’s learning progress.	<ul style="list-style-type: none"> <li>• Stakeholder survey results</li> <li>• Review of documents and artifacts</li> <li>• Interviews with school board members</li> <li>• Presentation and interviews with district staff members</li> </ul>	2

Indicator		Source of Evidence	Performance Level
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student’s school who supports that student’s educational experience.	<ul style="list-style-type: none"> <li>• Stakeholder survey results</li> <li>• Principal interview</li> <li>• Review of documents and artifacts</li> <li>• Superintendent interview</li> <li>• District staff interviews</li> <li>• Classroom observations</li> </ul>	1
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"> <li>• Stakeholder survey results</li> <li>• Principal interview</li> <li>• Superintendent’s interview</li> <li>• Review of documents and artifacts including grading policies</li> <li>• Interviews with school board members</li> <li>• Presentation and interviews with district staff members</li> <li>• Classroom observations</li> <li>• Student performance data</li> <li>• School and district Report Card</li> </ul>	1

Indicator		Source of Evidence	Performance Level
3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> <li>• Stakeholder survey results</li> <li>• Superintendent’s interview</li> <li>• Principal’s interview</li> <li>• Review of documents and artifacts including professional development plan and sign-in procedures</li> <li>• Interviews with school board members</li> <li>• Presentation and interviews with district staff members</li> <li>• Classroom observations</li> <li>• Student performance data</li> <li>• School and district Report Card</li> </ul>	2

Indicator		Source of Evidence	Performance Level
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	<ul style="list-style-type: none"> <li>• Stakeholder survey results</li> <li>• Superintendent’s interview</li> <li>• Review of documents and artifacts</li> <li>• Principal’s interview</li> <li>• Interviews with school board members</li> <li>• Presentation and interviews with district staff members</li> <li>• Classroom observations</li> <li>• Student performance data</li> </ul>	2

### Opportunities for Improvement

Indicator	Statement	Rationale
3.8	<b>Design, implement and evaluate programs that provide meaningful engagement of families in their children’s learning process and provide them with multiple ways of staying informed of their children’s learning progress. Consider using the “Missing Piece” and other resources from the Prichard Committee to guide the development of these programs.</b>	Interviews, survey data, observations, documentation and artifacts do not reveal the existence of programs that have been specifically designed and implemented for the purpose of meaningfully engaging parents/families in their children’s education.

Indicator	Statement	Rationale
3.11	<p><b>Revise policies and practices to ensure the delivery of a continuous professional learning program that builds capacity among all professional and support staff and that is 1) aligned with the district’s purpose and direction; 2) based on an assessment of both school and individual needs; 3) regularly evaluated for effectiveness in improving instruction, student learning and the conditions that support learning such as the authentic use of technology resources and tools.</b></p>	<p>A professional development plan at the district level is in place, and provisions have been made to ensure all staff members participate in professional development consistent with Board of Education policies and state regulations. The extent to which the professional learning experiences are linked to systemic improvement in professional practice or school/system goals for improvement is not consistently evident. Systematic procedures to assess the effectiveness of professional learning program implementation, other than through the monitoring of attendance, are not apparent.</p>
3.12	<p><b>Examine the effectiveness of system-wide processes to identify the unique learning needs of students. Also examine the capacity of the school system to provide appropriate and effective modifications to instruction in order to meet the unique learning needs of some students. Use the results of these examinations to make program improvements focused on building system capacity to provide equitable and challenging learning experiences for all students.</b></p>	<p>Interviews, survey data, documentation, classroom observations, and performance data including gap data, indicate the absence of adequate differentiation in the regular classroom setting based on identified individual student needs, (e.g., multiple intelligences, learning styles, relative strengths and weakness of students as revealed through MAP sub scores, etc.) Interviews and documentation indicate that some provision has been made for system and school personnel to use data to identify some learning needs. While district and school leadership are aware of research-based strategies that would address unique learning needs such as multiple intelligences, learning styles, etc., the extent to which these are effectively implemented is not apparent. Evidence of professional development opportunities focused on unique learning needs or provisions for support or monitoring of instructional practice to ensure those needs are effectively addressed is very limited.</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 system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.	<b>2.4</b>

Indicator		Source of Evidence	Performance Level
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	<ul style="list-style-type: none"> <li>• District staff interviews and presentation</li> <li>• Superintendent’s interview</li> <li>• Self-Assessment</li> <li>• Interviews with school board members</li> <li>• Documentation and artifacts</li> <li>• Classroom and school observations</li> </ul>	3

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 system, individual schools, educational programs, and system operations.	<ul style="list-style-type: none"> <li>• District staff interviews and presentation</li> <li>• Superintendent’s interview</li> <li>• Self-Assessment</li> <li>• Interviews with school board members</li> <li>• Documentation and artifacts</li> <li>• Classroom and school observations</li> </ul>	2
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none"> <li>• District staff interviews and presentation</li> <li>• Superintendent’s interview</li> <li>• Self-Assessment</li> <li>• Interviews with school board members</li> <li>• Documentation and artifacts</li> <li>• Classroom and school observations</li> </ul>	3

Indicator		Source of Evidence	Performance Level
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	<ul style="list-style-type: none"> <li>• District staff interviews and presentation</li> <li>• Superintendent’s interview</li> <li>• Self-Assessment</li> <li>• Interviews with school board members</li> <li>• Documentation and artifacts including external financial audit report, Technology Plan, Facilities Plan, Four Year Academic Plan</li> </ul>	2
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	<ul style="list-style-type: none"> <li>• District staff interviews and presentation</li> <li>• Superintendent’s interview</li> <li>• Self-Assessment</li> <li>• Interviews with school board members</li> <li>• Documentation and artifacts</li> <li>• Classroom and school observations</li> </ul>	3

Indicator		Source of Evidence	Performance Level
4.6	The system provides a technology infrastructure and equipment to support the system’s teaching, learning, and operational needs.	<ul style="list-style-type: none"> <li>• District staff interviews and presentation</li> <li>• Superintendent’s interview</li> <li>• Survey data</li> <li>• Self-Assessment</li> <li>• Interviews with school board members</li> <li>• Documentation and artifacts including technology inventory and Technology Plan</li> <li>• Four Year Academic Plan</li> <li>• Classroom and school observations</li> </ul>	2
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none"> <li>• District staff interviews</li> <li>• Self-Assessment</li> <li>• Documentation and artifacts</li> <li>• Classroom and school observations</li> <li>• Survey data</li> </ul>	2
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none"> <li>• District staff interviews and presentation</li> <li>• Superintendent’s interview</li> <li>• Survey data</li> <li>• Self-Assessment</li> <li>• Interviews with school board members</li> <li>• Documentation and artifacts</li> <li>• Classroom and school observations</li> </ul>	2

## Opportunities for Improvement

Indicator	Statement	Rationale
4.2	<p><b>Examine current system policies, expectations, practices, conditions, as well as monitoring techniques that are being used to ensure instructional time is consistently used for the purpose of achievement of school and system goals. Use the results of this examination to make adjustments in policy and practice that will yield a school and system climate/culture in which instructional time is fiercely protected.</b></p>	<p>Evidence indicates that the district has sufficient resources to support the purpose and direction of the system and individual schools. However, classroom observations revealed that instructional time is not fully utilized. Classroom and school observations revealed that instructional time was lost by not starting instructional activities at the very beginning of the class period and concluding activities well before the class period ended. Expectations for the use of instructional time are either unclear or not well monitored, i.e., through the walkthrough process.</p>
4.4	<p><b>Engage governing body, system leaders and other stakeholders in the development, implementation and monitoring of a 3-5 year strategic resource management plan. Consider involving outside consultants such as the Kentucky School Boards Association or Kentucky Department of Education (District Support) and consider alignment with other strategic planning documents such as facilities and Four Year Academic Plan.</b></p>	<p>Documentation reveals that the system has recently developed a five year facilities plan. Interviews indicate that the system has recently engaged the Kentucky Department of Education in an audit of technology resources and management. An external audit of system finances was completed in July, 2012. Documents and artifacts indicate that the district is engaged in a strategic planning initiative, called the Four Year Academic Plan, which is focused on major program revisions, such as updating of the career and technical center and a comprehensive examination of the district attendance zones.</p> <p>Documentation and interviews indicate that a long-range financial or resource management plan does not exist to guide the strategic use of resources over a period greater than one or two years.</p>

Indicator	Statement	Rationale
4.6	<p><b>Using new information from the recently completed state Technology Audit, revise and implement the district's Technology Plan in an effort to provide a modern, fully functional technology infrastructure as well as qualified staff for meeting teaching and operational needs of the school system.</b></p>	<p>In addition to the results from the Technology Audit, school leaders should be mindful that (1) 53% of students responded that they agree/strongly agree with the statement, "In my school, computers are up-to-date and used by teachers to help me learn;" (2) 53% of staff responded that they agree/strongly agree with the statement, "Our school provides a plan for the acquisition and support of technology to support student learning;" and (3) based on classroom observations, the Digital Learning Environment for Christian County High School received an overall rating of 1.4 on a scale of 4. The Digital Learning Environment rating was the lowest reported in the classroom observation data.</p>
4.7	<p><b>Revise policies and procedures to ensure that the school system provides, coordinates and evaluates the effectiveness of support systems to meet the physical, social and emotional needs of students.</b></p>	<p>Documents and interviews at both the school and district indicate the support systems to meet the physical, social and emotional needs of students are provided through the Youth Service Center and some written agreements with school community agencies for school and family support. However, the existence of a process to determine the physical, social, or emotional needs of students that is then followed by the design and implementation of a process to meet student needs is not in place. The degree to which the system evaluates the effectiveness of support systems is not apparent.</p>
4.8	<p><b>Establish and implement processes to determine counseling, assessment, referral, educational and career planning needs for all students. Provide and coordinate services to meet these identified needs ensuring that valid and reliable measures of program effectiveness are in place.</b></p>	<p>Review of documentation and interviews indicate that the system provides and coordinates some student support services, i.e., guidance counselors, Family Resource/Youth Service Centers, etc. However, the degree to which student needs for these services are systematically assessed and services/programs are adequately evaluated for their effectiveness in meeting student needs is very limited. In surveys, 64% of students responded that they agree/strongly agree with the statement, "In my school, I have access to counseling, career planning, and other programs to help me in school," suggesting that existing services are not addressing the needs of all students.</p>

## 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 system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.	<b>1.8</b>

Indicator		Source of Evidence	Performance Level
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none"> <li>• District staff interviews and presentation</li> <li>• Interviews with school board members</li> <li>• School and District Report Cards</li> <li>• Documentation and artifacts</li> <li>• Assessment data</li> <li>• Self-Assessment</li> <li>• Superintendent’s interview</li> <li>• Classroom and school observations</li> </ul>	2
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	<ul style="list-style-type: none"> <li>• District staff interviews and presentation</li> <li>• Interviews with school board members</li> <li>• School and District Report Cards</li> <li>• Documentation and artifacts</li> <li>• Assessment data</li> <li>• Self-Assessment</li> <li>• Superintendent’s interview</li> <li>• Classroom and school observations</li> </ul>	1
5.3	Throughout the system professional and support staffs are trained in the interpretation and use of data.	<ul style="list-style-type: none"> <li>• Documentation and artifacts</li> <li>• District staff interviews</li> <li>• Survey data</li> <li>• Student performance data</li> </ul>	2

Indicator		Source of Evidence	Performance Level
5.4	The system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> <li>• District staff interviews and presentation</li> <li>• School and District Report Cards</li> <li>• Documentation and artifacts</li> <li>• Assessment data</li> <li>• Self-Assessment</li> <li>• Superintendent’s interview</li> <li>• Classroom and school observations</li> <li>• School improvement plans and</li> </ul>	2
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	<ul style="list-style-type: none"> <li>• District staff interviews and presentation</li> <li>• Interviews with school board members</li> <li>• School and District Report Cards</li> <li>• Documentation and artifacts including system and school website</li> <li>• Examples of communication documents</li> <li>• Student performance data</li> <li>• Self-Assessment</li> <li>• Superintendent’s interview</li> <li>• Classroom and school observations</li> </ul>	2

## Opportunities for Improvement

Indicator	Statement	Rationale
5.1	<p><b>Further refine the student assessment system to ensure that it (1) generates a range of data about student learning as well as school/system performance including non-cognitive data; (2) provides consistent measurement across all classrooms, courses, educational programs and system divisions; (3) uses locally generated as well standardized measures; (4) is systematically evaluated for reliability in improving instruction and the conditions that support learning.</b></p>	<p>The district is beginning to create an assessment system that produces data and information to help drive system and school improvement and effectiveness. The current assessment system is limited in its comprehensiveness as it only includes standardized test measures for the core academic programs as well as some non-cognitive information from Infinite Campus. The extent to which data from all classrooms, courses and educational programs is systematically collected, analyzed and used is limited. Based on interviews and documentation, system leaders recognize the need for a more comprehensive assessment system. Thus, while there is an emerging <i>system</i>, it is not <i>systematic</i>. Interviews and review of documents indicate that the district is intentional in its efforts to utilize data from the assessment system, but hardly any stakeholder could explain how data flows through the organization or how it is used to drive change in policy, practice, approach, etc.</p>
5.3	<p><b>Provide rigorous training for all professional and support staff members related to the evaluation, interpretation and use of data. Ensure that the training results in increased capacity among staff member to evaluate, interpret and use data.</b></p>	<p>Based on the district Self-Assessment as well as school and district interviews, many staff members lack adequate understanding of data analysis, particularly with regard to MAP results, and how data is used to drive improvement or decision-making in the organization.</p>
5.4	<p><b>Ensure that the improvement planning process systematically collects, analyzes and applies learning from multiple data sources to guide all improvement efforts. Develop well documented procedures to determine the effectiveness of improvement planning initiatives.</b></p>	<p>The degree to which a process exists to continuously gather, analyze, and apply data from multiple sources to guide or make modifications to improvement planning initiatives is not apparent. Results of improvement planning appear to be mixed. No evidence was provided to indicate that the district uses a systematic process to evaluate the effectiveness of improvement planning and to determine verifiable improvement in student learning.</p>

Indicator	Statement	Rationale
5.5	<p><b>Develop process and procedures that will ensure school and system leadership monitor and regularly communicate comprehensive information about student learning and the conditions that support learning to stakeholders including parents and students.</b></p>	<p>Evidence that the school/system is systematically communicating information regarding student performance, conditions that support learning and school/system effectiveness to all stakeholders, including parents and the broader community, through multiple delivery methods, is very limited. System leaders are encouraged to establish regular means of communicating performance and effectiveness information as a way of building broader stakeholder understanding and support for school/system goals, programs and initiatives.</p>

## 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 February 19, 2013 to begin a preliminary examination of Christian County Public Schools Internal Report and determined points of inquiry for the on-site review. Next, team members arrived in the district on Sunday, February 24, 2013 and concluded their work on Wednesday, February 27, 2013.

Christian County Public Schools and system leaders carried out the Internal Review process as directed and in keeping with the developed timeline. A minimum survey response rate of 20% was not reached for parents. 70 parents, or roughly 5%, participated in the parent survey process. In stakeholder interviews, parents, district and school staff and leadership as well as community members were candid in their responses to Diagnostic Review team members. The Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
District and School Leaders	16
Teachers and Support Personnel	12
Board Members	5
Parents and Community Members	8
Students	0
<b>TOTAL</b>	<b>41</b>

The Diagnostic Review team examined data from 61 classroom observations at Christian County High School conducted February 25-26 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 current superintendent and nearly all professional staff in the district office were appointed to their positions between July 1 and September 1, 2012. The district's central administrative staff has been re-organized under an entirely new structure during the fall of 2012. Interviews with these persons reveal that a thorough examination of current administrative practices and procedures has begun, and that the initial stages of a re-examination of the district's purpose and direction for improving student performance and organizational effectiveness has started.

In addition, two new board members were elected to the Christian County Board of Education in November of 2012.

The new superintendent has exercised effective leadership in the implementation of new strategies and frameworks to improve student performance and organizational effectiveness including: (1) meeting with community groups, such as local civic clubs, to build understanding and support for district programs; (2) creating some stakeholder advisory groups to provide feedback to system leadership; (3) initiating a process to establish a Four Year Academic Plan focusing on new initiatives and program enhancements; (4) using the “Instructional Rounds” process that engages the district leadership in periodic walkthroughs of all schools; (5) initiating the periodic, (three times per year), “Collaborative Planning” meetings between individual principals and the Superintendent as well as members of the district leadership Cabinet to examine performance results, learning conditions, resource allocation, and program development among other topics; (6) calling for a state department “audit” of system technology resources and management; (7) developing new processes to communicate with the Board of Education members individually and developing new board meeting framework to allow for more frequent board “work sessions.” These initiatives reflect a commitment to create structures that will enhance communications and effectiveness, align system resources to meet needs, provide better oversight of educational programs, and create a greater sense of urgency about the need to improve student achievement.

During the past two years remarkable improvement in the climate and culture of Christian County High School has been well documented in non-cognitive data as well as through stakeholder interviews. 2011-12 state assessment results indicated some overall improvement in student performance at Christian County High School particularly in the areas of College and Career Readiness and Algebra II End-of-Course assessment. However, ACT composite scores remained roughly the same over the previous year.

The existence of a coherent curriculum management system that ensures all teachers are well supported in delivering the approved curriculum through challenging and equitable learning experiences has not yet been fully developed. Very limited supporting documentation for curriculum implementation, i.e., pacing guides, detailed curriculum maps, sample units, documentation of vertical or horizontal curriculum alignment, etc. were in evidence. The degree to which the system is expecting or supporting utilization of the Continuous Instructional Improvement Technology system, (CIITS), to enhance curriculum implementation is not clear. Additionally, the team found limited evidence to suggest that the district has developed effective processes to monitor and adjust curriculum, assessment and instructional practices systematically in response to multiple sources of data. Interviews, documentation, student performance data and classroom observations provided little evidence that the system

is providing the necessary monitoring to ensure equivalent learning expectations and challenging learning experiences in all courses and classes.

The system is beginning to create new structures to support improvement in student performance, particularly college and career readiness, that will help ensure all students have access to challenging and equitable educational programs and learning experiences. Leadership has, to this point, begun to redefine expectations and create new frameworks, such as the new organizational structure at the district office, new district advisory committees, or the new Collaborative Planning meeting format. The extent to which system leaders are shaping a culture of improvement based upon shared values and beliefs about teaching and learning is not fully evident, however. A significant need exists for system leadership to develop strategies to build support, understanding and commitment among school and system leaders and staff as well as external stakeholders to organizational goals targeting improvement in student achievement and the conditions that support learning. While some stakeholders expressed a desire to improve student performance and some system-wide improvement efforts have been implemented, such as the use of the ASSIST in all schools and the district, interviews and documentation suggest that improvement planning is somewhat “compliance” driven, i.e., filling out a form, rather than a systemic and ongoing process that is reflective of a culture of high expectations for professional practice at all levels of the organization.

The Opportunities for Improvement and Improvement Priorities should not be seen as an indictment of the district 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*

- Because the superintendent and nearly all the district leadership are new to their positions this year, a collaboratively developed and board of education adopted statement of purpose and direction for improvement of student performance that commits to high expectations for learning as well as shared values and beliefs about teaching and learning does not yet exist.
- Evidence that the school system has established policies and processes for engaging in a systematic, inclusive and comprehensive process to review, revise, and communicate a system-wide purpose and direction for student success are not evident, although system leaders indicated they intended to focus on this next year. The school system’s expectations for the schools to engage in a collaborative process to define and communicate a purpose and direction for improvement are not apparent.

**Standard 2 – Governance and Leadership**

- Board and administrative policies reflect minimal requirements for the administration, operation and fiscal management of the school system. The Board of Education relies heavily on the policy service of the Kentucky School Boards Association to develop policies and, in general, is engaged in only some policy development or review. The board of education does not engage in a formal evaluation of its decisions and actions.
- Evidence indicates that the distinction between the roles and responsibilities of the Board of Education and those of school and system leadership are not sufficiently defined to ensure the effective governance and leadership of the school system. Some board members may not be aware that their involvement in the day-to-day administration of the school system undermines the leadership effectiveness of the Superintendent and district staff.
- Interviews and other evidence indicate that the system culture is not characterized by collaboration among school, system and community stakeholders. Opportunities for parents, teachers, and community members, for example, to serve in leadership roles, help shape policies or decisions, engage in improvement planning, etc. are limited.
- Evidence does not reveal the existence of processes and procedures that ensure effective supervision and evaluation focused on improving professional practice and increasing student success at each school. However, school leaders have embraced the new Kentucky Professional Growth and Evaluation System, (PGES), implementation which will begin next year. Some training that is consistent with the PGES, (e.g., frameworks developed by Charlotte Danielson), have been incorporated into professional development. Documentation, performance data and interviews indicate the need for more systematic processes for monitoring and oversight of all education programs.

**Standard 3 – Teaching and Assessing for Learning**

- Limited structures are in place which ensure the delivery of the approved curriculum through management practices that inform teachers of learning targets and support effective instructional and assessment practices. The school system has engaged some teachers in curriculum development activities and collaborated with a regional cooperative in curriculum development. The degree to which these efforts are aligned, systemic, ongoing and well documented is not consistently apparent.

**Standard 3 – Teaching and Assessing for Learning**

- A coherent system that ensures all students have access to the approved curriculum through challenging and equitable learning activities that develop learning, thinking and life skills leading to success at the next level is not consistently evident. The extent to which the district’s curriculum, assessment and instructional practices are monitored and adjusted systematically in response to multiple sources of data and an examination of professional practice appears to be limited. Interviews with system leaders indicate an understanding that the need exists for systemic alignment of curriculum, instruction and assessment practices that will ensure more consistent improvement in student performance.
- Structures to support professional learning communities focused on improving instruction and student achievement are in place. Teachers are provided time to meet during the day and some training in the implementation of the PLC process has been provided. The degree to which PLC’s are highly engaged in data analysis, examination of student work, and so forth leading to documented improvement in student performance is not evident. The degree to which the system expects and supports the use of collaborative learning communities at all levels of the organization is not apparent. Interviews indicate that collaboration occurs at the district office between and among staff members in the divisions and departments, and the creation of the “Collaborative Planning” meetings suggests the formation of more collaborative relationships with principals. Interviews and documentation do not reveal that learning, using and discussing results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching are part of the daily routine of all staff members nor that collaborative models exist at the district level that could be replicated at the school level.
- The existence of mentoring, coaching and induction programs, beyond the Kentucky Teacher Internship program implementation, for teachers and other staff members designed to support instructional improvement and create a school/system culture consistent with shared values and beliefs is not evident.
- The system does not expect or support the existence of school structures that ensure every child is well known by at least one adult advocate who supports that student’s educational experience.
- While some board policies exist regarding grading and reporting practices, these do not provide clear guidelines that students’ grades are based solely on content knowledge and skills or that grading practices are consistent across grade levels and courses. The extent to which current grading and reporting processes serve as a framework for helping to ensure “next level” preparedness for all students is not evident.

**Standard 4 – Resources and Support Systems**

- Policies, procedures and processes are in place to ensure that the system employs qualified staff and allocates materials and fiscal resources sufficiently to support the purpose, direction and educational programs of the school system.

**Standard 4 – Resources and Support Systems**

- Improvement to the climate and culture of the high school over the last two years are well documented and consistently supported through non-cognitive data and stakeholder interviews. However, some student survey data suggests that the extent to which these improvements have changed student perceptions regarding safety, cleanliness and provision for a healthy learning environment are not entirely evident. System leaders are encouraged to document expectations for health, safety and cleanliness and ensure monitoring systems are in place to ensure expectations are met
- The system has invested in technology infrastructure support operational needs as well as provided for a range of media and information resources to support effective instruction. Classroom observations indicate, however, that instances in which technology was being used as resource by teachers or as a learning tool by students were limited.
- Resources have been allocated for student support, i.e., guidance counselors, Family Resource/Youth Service Centers in all schools, and school nurses in all schools except the high school. However, the degree to which these services are monitored or evaluated for their effectiveness in meeting student needs is not apparent.
- The system provides access to learning support services such as counseling and Youth Service Center, however the extent to which measures of effectiveness for these services and programs have been established that would invite and encourage the regular evaluation of their effectiveness is very limited.

**Standard 5 – Using Results for Continuous Improvement**

- A framework exists for school and system leaders to use data generated from multiple sources to guide improvement initiatives and decision-making at all levels of the system. Multiple measures of student and school performance exist through MAP, Infinite Campus, and state assessment data. Locally generated common assessment data is not consistently collected or analyzed. District expectations, support, monitoring for the regular, consistent and ongoing collection and analysis of student performance and non-cognitive data are not evident. The existence of expectations that learning from data collection and analysis be used to drive improvement in instruction and student performance are not clear.
- Improvement planning activities appear to be “events” rather than an ongoing process that drives decision-making. The school system complies with expectations for the completion of school and district comprehensive plans. The extent to which the system fosters a culture of continuous improvement that documents ongoing analysis of new data and makes adjusts curriculum, instruction, assessment and improvement initiatives based on that review is not evident.

## Learning Environment Summary

### ELEOT Findings for Christian County High School

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. In this type of environment, 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 61 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.

The ELEOT data findings from Christian County High School of greatest concern include two items with mean ratings of 1.9 each focused on creating (1) an environment of high expectations for learning and (2) and in creating an environment which provides progress monitoring and feedback. Associated with high expectations, there was little evidence that students had access to exemplars of high quality work, were engaged in rigorous coursework, discussions, and tasks, and were being asked to respond to questions that required higher order thinking. The degree to which students are being appropriately challenged and are required to engage in activities that require the use of higher order thinking skills appears to be limited. Associated with progress monitoring and feedback, there was little evidence that teachers were formatively assessing students' mastery of standards or providing specific

descriptive feedback in order to improve performance. Opportunities for students to learn about their own and other's backgrounds, cultures, or differences were limited as were instances in which teachers provided differentiated learning opportunities and activities. Most observations revealed that instruction was whole group, teacher-centered, and lecture supported with print materials.

The existence of a well-managed learning environment was in evidence (mean rating = 2.5) through the vast majority of classroom observations. In general, the team found students throughout the school to be well behaved, friendly, and compliant with teachers' directions. Classrooms were mostly orderly during transitions times. Some student "off task" behavior was observed in a few classrooms which appeared to be a function of the teacher's low or unclear expectations for behavior or engagement.

Likewise, a supportive learning environment and active learning environment were somewhat evident in most classrooms (mean ratings = 2.3). Observers noted some instances of students engaging in content-based discussions with teachers and other students and occasionally making connections to real-life experiences. Most students appeared to have a basically positive attitude toward learning; however, the obvious distraction of cell phones and other electronic devices in most classrooms hindered supportive, active learning as well as student engagement with instruction.

Evidence of teachers creating an equitable learning environment was observed less often (mean rating = 2.1). Observers saw inconsistent examples of students demonstrating knowledge through multiple modalities, actively learning through group activities, self-correcting activities or teachers creating activities that allow students to share how the content relates to their backgrounds or backgrounds of their peers.

For the use of technology for deepening teaching and learning, ELEOT results (mean rating = 1.4) indicated that there was little to no observational evidence that this was being implemented throughout the school. There were very few instances where students were observed using technology for the purposes of higher order learning (e.g., conducting research or solving problems). Though some teachers used technology, it was mostly for lower order functions (e.g., projector and white board).

### Improvement Priorities

Indicator	Statement	Rationale
1.2	<p><b>Develop system policies and procedures outlining expectations for schools regarding the existence of a systematic, inclusive and comprehensive process for review, revision, and communication of a purpose for student success.</b></p>	<p>Interview and documentation at the school or district did not indicate that the school system had developed policies clearly outlining the expectations for schools regarding a systematic, inclusive and comprehensive process for review, revision, and communication of a statement of purpose and direction for student success.</p>
1.3 & 2.4	<p><b>Develop and implement strategies that will build stakeholder commitment to a system-wide culture based on shared values and beliefs about teaching and learning which support challenging, equitable educational programs and learning experiences for all students.</b></p>	<p>Interviews, documentation and survey data did not reveal that the district had identified shared values and beliefs about teaching and learning that were reflective of challenging and equitable educational programs. Classroom observations and student performance data indicate that educational programs challenge some students and provide a way for only some students to achieve learning, thinking, and life skills necessary for success at the next level. Interviews, survey data, classroom observations reveal that the degree to which the school system is providing opportunities to build a greater sense of ownership and responsibility among stakeholders through shared leadership, collaboration and cooperation is limited.</p>
2.2 & 2.3	<p><b>Develop and implement policies that will ensure governing body members understand and consistently adhere to their roles and responsibilities as individual members. Ensure that the governing body complies with all policies, procedures, laws and regulations and functions as cohesive unit.</b></p>	<p>Interviews indicated that some member(s) of the governing body do not make a clear distinction between their roles and those of system leadership with regard to the day-to-day operation of the school district. The degree to which some board members have “stepped outside” their legal roles appears to be highly unethical, diminishes the effectiveness of school/system leadership, and is, generally, counterproductive to the success of the school system.</p>

Indicator	Statement	Rationale
<p><b>2.6 &amp; 3.4</b></p>	<p><b>Develop and implement policies and practices that will ensure leadership and staff monitoring, supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.</b></p>	<p>Interviews, documentation, classroom observations, and student performance data strongly indicate the absence of effective monitoring, supervision and evaluation processes that will ensure access to a curriculum that provides equitable and challenging learning experiences for all students. Documentation supports the existence of a monitoring framework relying almost entirely on school walkthroughs conducted by school administrators and Educational Recovery staff. School and district interviews and documentation reveal that the system has not set expectations, provided support, or provided monitoring of the school walkthrough process to ensure effectiveness. The degree to which current practice and procedures represent a comprehensive system focused on improvement of professional practice, student performance, and school/system effectiveness is not apparent, (e.g., review of lesson or unit plans, systematic review of student work, review of formative assessments, etc.). There was no evidence to suggest that supervision and evaluation processes informed professional development or improvement in professional practice.</p>

Indicator	Statement	Rationale
3.1 & 3.2	<p><b>Redesign curriculum management procedures to ensure that (1) students across the system have access to a curriculum that provides challenging and equitable learning experiences to develop learning skills, thinking skills and life skills that will ensure success at the next level; (2) like courses/classes have equivalent learning expectations; (3) differentiated learning activities are provided consistently; (4) curriculum, instruction and assessment throughout the system are aligned and adjusted in response to data from multiple sources.</b></p>	<p>Interviews, survey data, documentation and student performance results reveal little evidence that the school system has established procedures and practices that will ensure the curriculum is provided through equitable and challenging learning experiences in all classes and courses. Of the 948 students who were surveyed, only 59% responded that they agree/strongly agree with the statement, "My school provides me with a challenging curriculum and learning experiences." Documentation and interviews did not confirm the existence of equivalent learning expectations in all courses and classes. It is evident from interviews and some documentation that horizontal curriculum alignment efforts are in initial stages; however, vertical alignment procedures are not evident. The degree to which the system has procedures in place to ensure students' readiness for success at the next level are not evident, (e.g., grading and reporting practices, alignment of curriculum and assessment). Classroom observations, interviews and student performance data indicate an absence of differentiated learning opportunities in regular classroom settings. Only 28% of students responded that they agree/strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs." 55% of students responded that they agree/strongly agree with the statement, "All of my teachers use a variety of methods and learning activities to help me develop the skills I will need to succeed." The extent to which modifications and adjustments to instruction, curriculum, and assessment practices are made based on data from multiple sources at the classroom, school or district levels is very limited.</p>

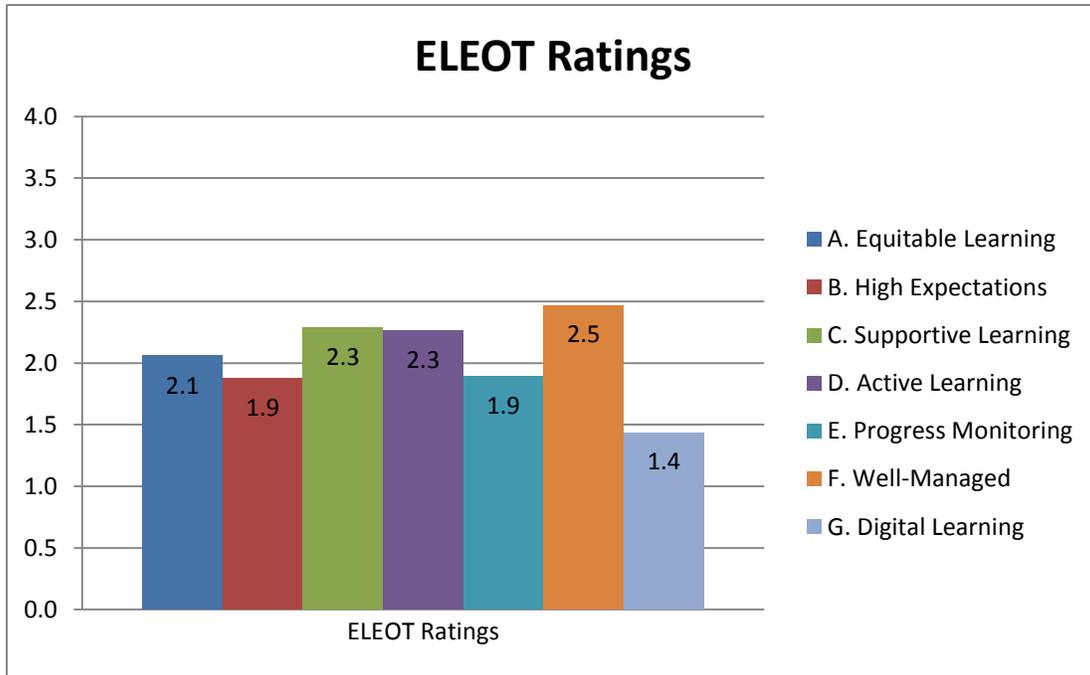
Indicator	Statement	Rationale
3.3	<b>Develop processes and procedures that will ensure achievement of learning expectations through the use of instructional practices that actively engage all learners.</b>	Classroom observations, interviews, review of student performance data indicate that levels of student engagement are inadequate. Classroom observations rated Active Learning environment at 2.2 out of 4 suggesting that students are not engaged in rigorous academic activities, discussions, thinking, problem-solving, etc. Evidence consistently suggests a heavy emphasis on teacher-centered, whole group instruction, i.e., lecture, and few opportunities for student collaboration, use of technology as learning tools, exposure to an environment of higher order thinking.
3.5	<b>Develop or refine processes that will ensure professional learning communities focus on developing modifications to instructional practices that will result in improvement in student performance.</b>	Staff survey data suggests that while many perceive that teacher professional learning communities exist, only some have received training to implement functional PLC's. Stakeholder interviews and documentation revealed that some support for PLC's has been provided through professional development and the allocation of meeting time during the school day. The extent to which system procedures exist to monitor the effectiveness of PLC's in improving student performance through modifications and other improvements to instructional practice are not apparent. Student performance data indicates very mixed results and evidences the absence of an effective PLC culture focused on providing equitable and challenging learning experiences for all students.
3.6	<b>Establish a system-wide instructional process in support of student learning that will ensure all students are informed about learning expectations and standards of performance. Ensure that the process (1) provides students with exemplars; (2) includes multiple measures, such as formative assessments, to inform the ongoing modification of instruction; (3) and provides specific and immediate feedback to students about their learning.</b>	Interviews, classroom observations, documentation and artifacts as well as survey data reveal that a well-defined instructional process has not been established.
3.7	<b>Develop mentoring, coaching and induction programs for teachers that support instructional improvement consistent with the system's values and beliefs about teaching and learning.</b>	Interviews, survey data, observations, and documentation and artifacts do not reveal the existence of mentoring and coaching programs that have been established by the system in support of student learning.

Indicator	Statement	Rationale
3.9	<b>Develop strategies that will ensure the design, implementation and evaluation of school structures whereby each student is well known by at least one adult advocate who supports that student’s educational experience.</b>	Survey data, interviews and documentation indicate that the degree to which the system expects, supports and monitors structures that will ensure all students are well known is very limited.
3.10	<b>Develop grading and reporting policies and practices based on clearly defined criteria that represent the attainment of content knowledge and skills and that are consistent across grade levels and courses. Ensure that policies, processes and procedures are monitored as well as formally and regularly evaluated.</b>	Interviews, survey and performance data, and documentation do not reveal the existence of grading and reporting policies and practices that ensure grades are based on the attainment of content knowledge and skills and that grading practices and expectations are consistent across grade levels and courses. Less than half of the students, or 46%, responded that they agree/strongly agree with the statement, “All of my teachers provide me with information about my learning and grades.” Review of documentation and interviews do not reveal that current grading policies and practices align to student achievement, i.e., performance data, and readiness for success at the next level.
5.2	<b>Develop processes that will ensure professional and support staff are continuously engaged in collecting, analyzing and applying learning from a range of data sources about school and system effectiveness as well as student performance.</b>	While the system and school are engaged in some data analysis, particularly with regard to the state accountability data for the core academic areas, the degree to which ongoing data collection and analysis is occurring with regard to non-cognitive data, Program Review data, stakeholder perception data, locally developed interim or “common” assessments, and so forth is not apparent based on documentation. How the system ensures that new performance and effectiveness data are routinely used to make modifications or adjustments to current practice are not apparent based on documentation.

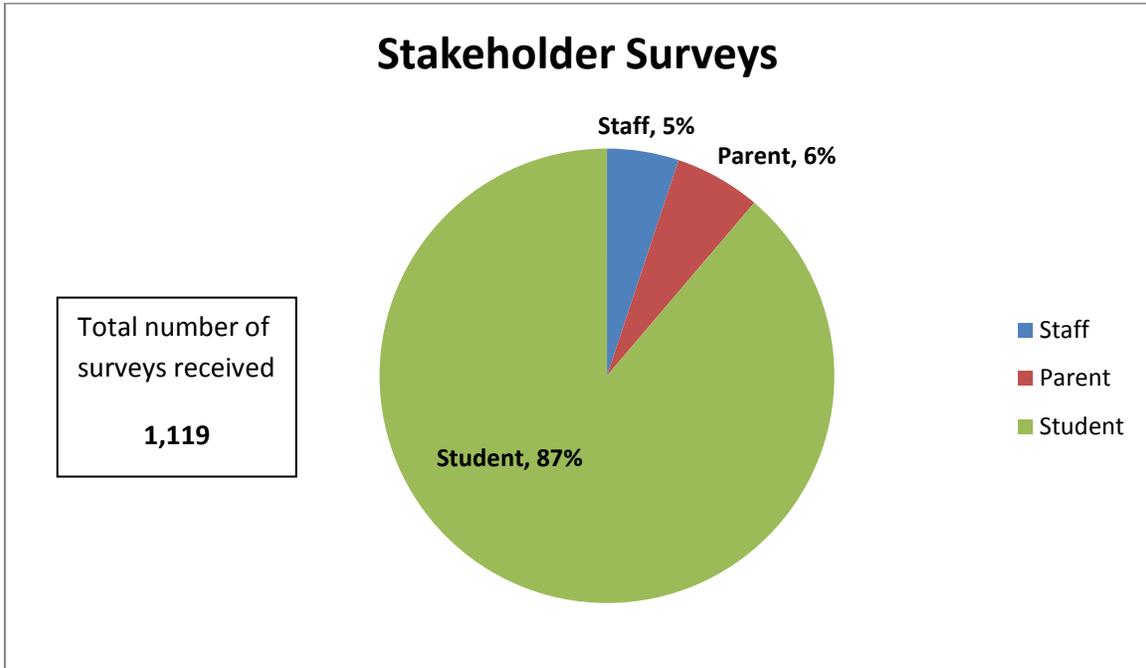
## Part III: Addenda

### Diagnostic Review Visuals

Average learning environment ratings  
from all observations



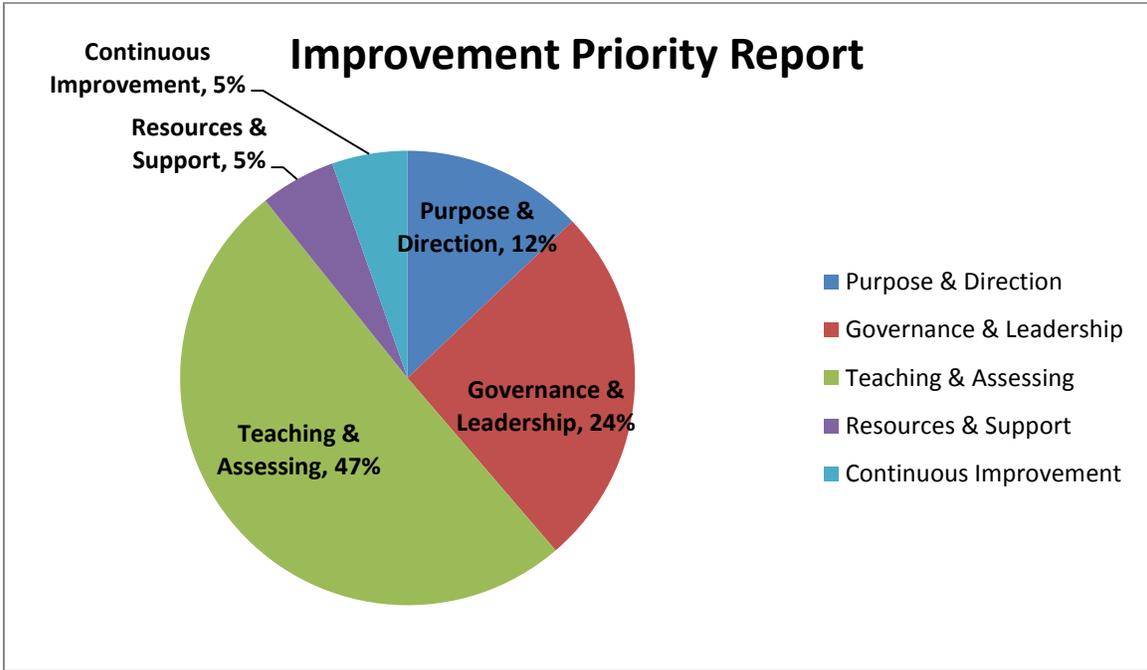
**Percentages of stakeholder groups that  
completed the surveys**



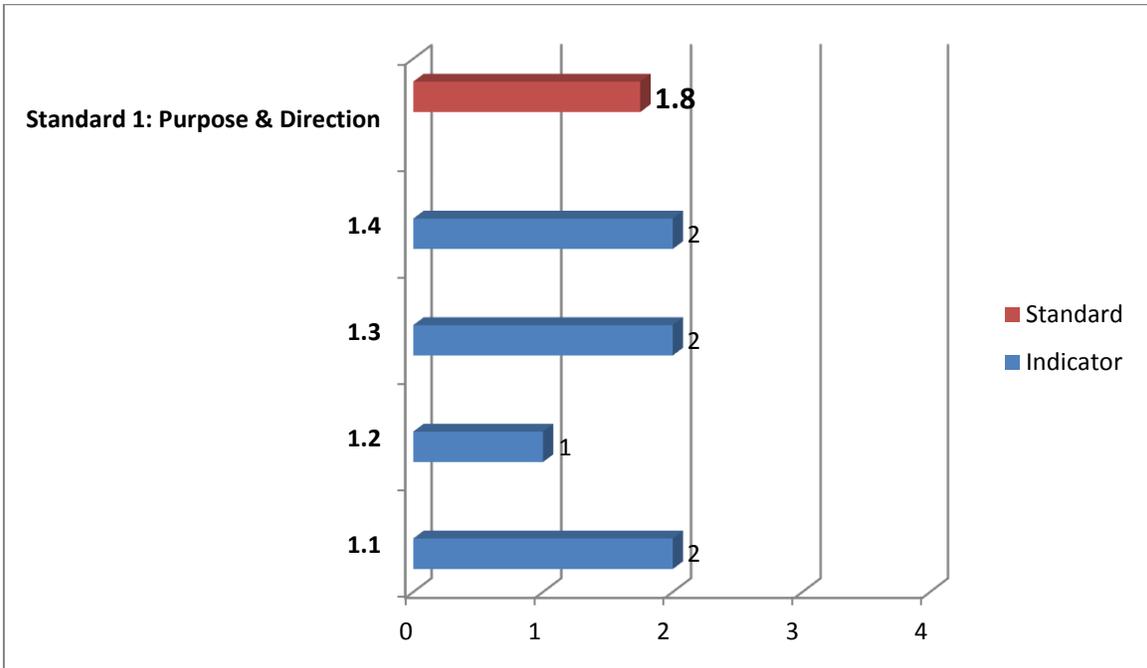
**Self-Assessment performance level ratings**

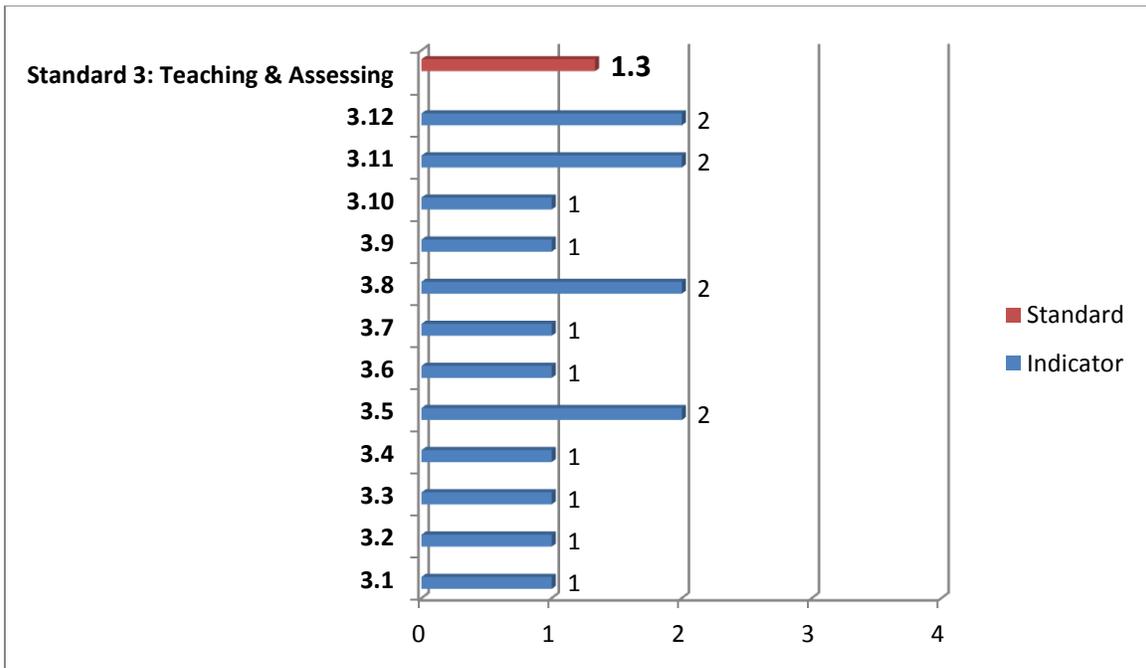
<b>Indicator Assessment Report</b>		
<i>Indicator</i>	<i>District Rating</i>	<i>Review Team Rating</i>
1.1	4	2
1.2	2	1
1.3	3	2
1.4	2	2
<b>2.0</b>		
2.1	3	2
2.2	3	2
2.3	3	2
2.4	3	2
2.5	3	2
2.6	3	2
<b>3.0</b>		
3.1	2	1
3.2	2	1
3.3	2	1
3.4	3	1
3.5	2	2
3.6	2	1
3.7	2	1
3.8	4	2
3.9	2	1
3.10	2	1
3.11	3	2
3.12	3	2
<b>4.0</b>		
4.1	3	3
4.2	3	3
4.3	3	3
4.4	3	2
4.5	3	3
4.6	1	2
4.7	2	1
4.8	1	2
<b>5.0</b>		
5.1	3	2
5.2	3	1
5.3	2	2
5.4	2	2
5.5	4	2

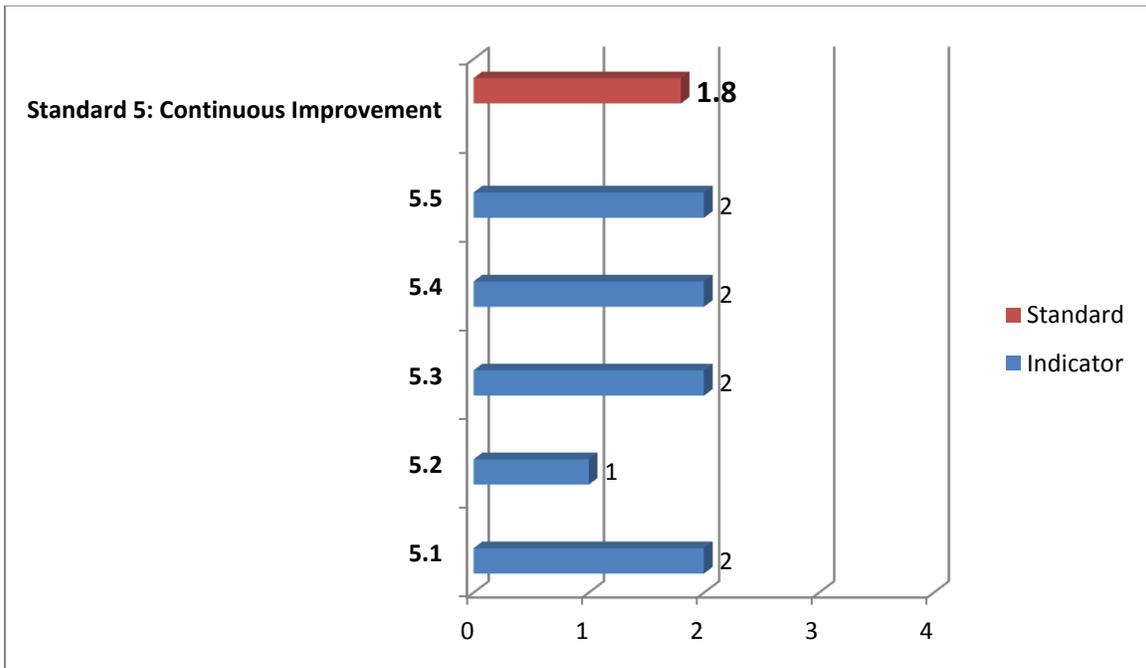
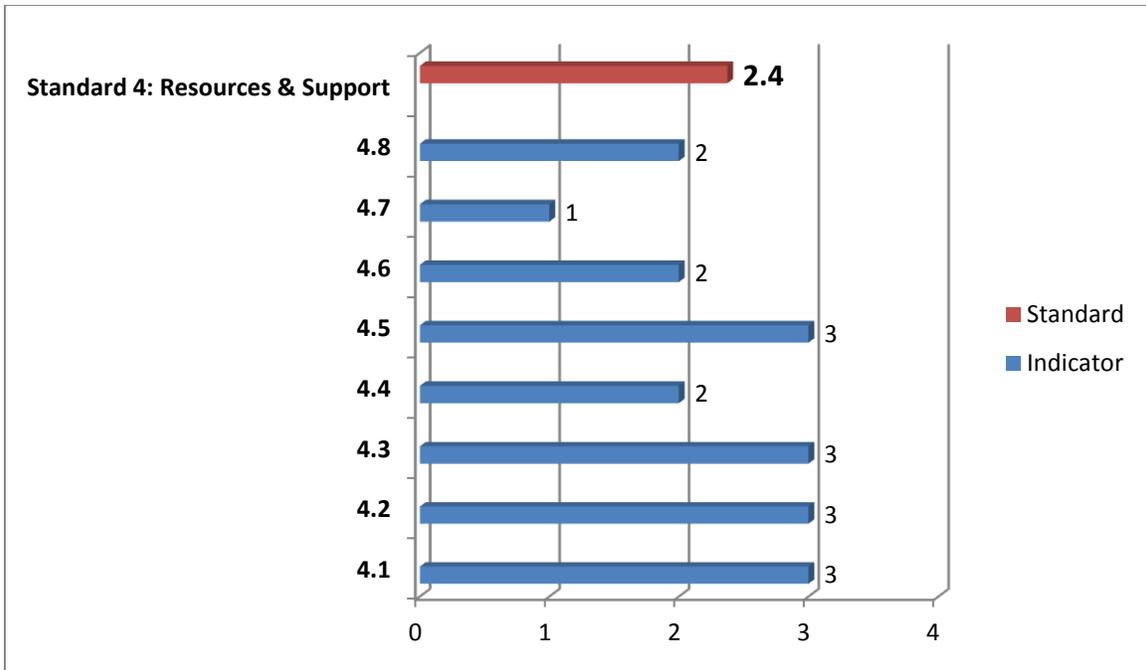
**Percentage of Standards identified as Improvement Priorities**



**Average ratings for each Standard and its Indicators**







**2013 Leadership Assessment/Diagnostic Review Addendum**

**Christian County District 2011 Leadership Assessment Report Identified Deficiencies**

**Deficiency 1:**

District leadership has not successfully unified all decision makers around a common vision.

	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"> <li>• Board of education interviews</li> <li>• District staff interviews</li> <li>• Parents and community members interviews</li> <li>• Four Year Academic Plan</li> <li>• Comprehensive District Improvement Plan</li> <li>• Collaborative Planning Meeting agenda and documentation</li> <li>• Outreach to the broader community through speaking engagements and involvement in other community organizations</li> <li>• Instructional Rounds process</li> </ul>	
<p>Comments:</p> <p>The current superintendent was appointed to the position on July 1, 2012. Since that time, the superintendent has re-structured the district staff and at the same time replaced nearly all professional positions in the district office. Interviews and review of documentation indicate that the superintendent and cabinet have created new structures for communication and accountability, such as the Instructional Rounds process, and the regularly scheduled Collaborative Planning meetings with individual principal, superintendent and cabinet, and the initiated work on a Four Year Academic Plan. However, the superintendent and board have not engaged in a collaborative process to establish a formal statement of purpose and direction for improvement in student performance or the identification of shared values and beliefs about teaching and learning.</p>	

**Deficiency 2:**

District leadership has not ensured that Christian County High School staff sets 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"> <li>• Classroom and school observations</li> <li>• Student performance data</li> <li>• District staff presentation and interviews</li> <li>• Superintendent interview</li> <li>• Review of documentation and artifacts</li> <li>• District monitoring of school data including student performance and learning conditions</li> <li>• Instructional Rounds</li> </ul>	
<p>Comments:</p> <p>The school system named a new principal for Christian County High School at the end of the 2010-11 school year following the Leadership Assessment. During the current year, some new frameworks established by the superintendent and cabinet promote the existence of high academic expectations for students and staff in the schools, i.e., Collaborative Planning meetings. Observations reveal that student behavior is well managed and orderly suggesting a favorable climate for high academic expectations. However, classroom observations revealed that the High Expectations Learning environment was rated at 1.9 on a 4 point scale based on observations in 61 classrooms. Communication of high expectations for students and staff have not been established through board adopted formal statements of purpose and direction or the identification of shared values and beliefs about teaching and learning.</p>	

**Deficiency 3:**

**District leadership has not successfully translated the value of continuous assessment to Christian County High School leaders and teachers and other stakeholders.**

	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"> <li>• Review of district documentation and artifacts</li> <li>• District staff interviews</li> <li>• District leadership presentation and interviews</li> <li>• School interviews</li> <li>• Survey data</li> <li>• Self- Assessment and Executive Summary</li> <li>• Classroom observations</li> <li>• Student performance data</li> <li>• Standards ratings from the Christian County High School Diagnostic Review</li> <li>• Implementation of the MAP assessment system at all schools</li> </ul>	
<p>Comments:</p> <p>Evidence indicates that the school system has implemented the Measures of Academic Progress system in all schools. MAP assessments are conducted and analyzed three times per year at the district; however the extent to which this data is being used to drive continuous improvement is not entirely evident. The district has also established expectations that professional learning communities are created across the system. However, there is limited evidence that PLC's are helping to drive improvement in instruction and student performance. The system has initiated the use of Instructional Rounds in all schools which are conducted four times per year. This process focuses on a specific "Problem of Practice" identified by the school. The system has also initiated Collaborative Planning meetings, conducted three times per year, involving the principal, superintendent and cabinet for the purpose of discussing school achievement and non-cognitive data, budget and finances, teacher effectiveness, etc. The degree to which the school is engaging in a truly continuous improvement planning process informed by the collection and analysis of interim assessment data is not completely evident.</p>	

**Deficiency 4:**

**District leadership has not developed a systematic process for monitoring instructional practices at Christian County High School.**

	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"> <li>• District staff interviews</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Survey data</li> <li>• Christian County High School Diagnostic Review ratings</li> <li>• Student performance data</li> <li>• School and classroom observations</li> </ul>	
<p>Comments:</p> <p>While the system has implemented the Instructional Rounds process, the Collaborative Planning meetings and established an expectation that school walkthroughs are consistently conducted, the degree to which a coherent and systematic process for monitoring the effectiveness of instructional practices has not been fully developed. Procedures for monitoring lesson plans or units of study, processes for examining interim performance data or tracking the implementation of approved curriculum, or other monitoring approaches beyond direct classroom observations, are not in evidence. Classroom observations, student survey data as well as student performance data at the high school would suggest significant variance in teacher and classroom effectiveness across all areas of the school.</p>	



**Christian County Schools Diagnostic Review Schedule**

**SUNDAY 2/24/13**

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

**MONDAY 2/25/13**

Time	Event	Where	Who
	Breakfast	Hampton Inn	Diagnostic Review Team Members
7:45 a.m.	Team arrives at district office	District office	Diagnostic Review Team Members
8:15 – 9:45 a.m.	Standards Presentation - Questions/topics to be addressed:  1. Vision, i.e., where has the district come from, where is the district now, and where is the district trying to go from here.  <u>This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago in the priority school. 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>	District office conference room	Diagnostic Review Team Members

	<p>2. Overview of the District Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement.</p> <p>3. How did the school system ensure that the Internal Review process was carried out with integrity at the school and system levels?</p> <p>4. What has the system done to evaluate, support, and monitor improvement at the focus/priority school?</p> <p>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?</p>		
9:45 – 10:00 a.m.	Break	District office	Diagnostic Review Team Members
10:00 – 11:00 a.m.	Individual interviews with district office staff	See attached time schedule with district office locations identified	Diagnostic Review Team Members
11:00 – 11:30	Individual interview with Board Members		Diagnostic Review Team Members (divided)
11:30 a.m.-12:15 p.m.	Lunch & Team Debriefing	TBD	Diagnostic Review Team Members

12:15 – 1:00 p.m.	Interview community members	District office board room	Diagnostic Review Team Members (divided)
1:00 -4:00 p.m.	Begin review of artifacts and documentation	District office	Diagnostic Review Team Members (divided if necessary)
5:00 – 6:00	Individual interviews with board members  5:00 –  5:30 –	See attached schedule	Diagnostic Review Team Members
6:00	Team returns to hotel		Diagnostic Review Team Members
	Dinner	TBD	Diagnostic Review Team Members
	Evening Work Session #2  <ul style="list-style-type: none"> <li>• Review findings from Monday</li> <li>• Team members working in pairs re-examine ratings and report back to full team</li> <li>• Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities at the standard level (indicator specific)</li> </ul> <ul style="list-style-type: none"> <li>• Prepare for Day 2</li> </ul>	Hampton Inn conference room	Diagnostic Review Team Members

### Interview Schedule for District Office Staff – Monday Morning

10:00-10:30		Director of Special Education and Districtwide Programs	, District Technology Coordinator	District Assessment Coordinator	Chief Administrative Officer and Director of Personnel	Chief Instructional Officer
10:30–11:00			GT/Instructional Supervisor			

### TUESDAY 2/26/13

Time	Event	Where	Who
	Breakfast	Hampton Inn	Diagnostic Review Team Members
8:00 a.m.	Team arrives at district office	District office	Diagnostic Review Team Members
8:30 – 9:30 a.m.	Superintendent Interview	District office – Superintendent's	Diagnostic Review Team Members

		Office	
9:30 – 11:45 a.m.	Continue review of artifacts and documentation  Finish district office interviews	District office	Diagnostic Review Team Members
11:45 a.m.-12:30 p.m.	Lunch & team debriefing	TBD	Diagnostic Review Team Members
12:30 -4:00 p.m.	Continue review of artifacts and documentation		
4:00 p.m.	Parent and community leaders identified by the school system		Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 – 9:30 p.m.	<p>Evening Work Session #3</p> <ul style="list-style-type: none"> <li>• Review findings from Tuesday</li> <li>• Team deliberations to determine standards and indicators ratings</li> <li>• Powerful Practices and Opportunities for Improvement at the standard level (assign team member writing assignments)</li> <li>• Improvement Priorities – (assign team members writing assignments)</li> <li>• Tabulate Learning Environment ratings</li> </ul> <p>Team member discussion around:</p> <ul style="list-style-type: none"> <li>• 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 expectations and possible causes as well as though exceeding expectations and why.</li> <li>• 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.)</li> </ul>	Hotel Conference Room	Diagnostic Review Team Members

**Interview Schedule for District Office Staff – Tuesday Morning**

10:30-11:00	Chief Operations Officer, DPP
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**WEDNESDAY 2/27/13**

Time	Event	Where	Who
	Breakfast	Hampton Inn	Diagnostic Review Team Members
7:30 a.m.	Check out of hotel and departure for district office	Hampton Inn	Diagnostic Review Team Members
8:00 – 11:30 a.m.	<ul style="list-style-type: none"> <li>Review final ratings for standards and indicators</li> <li>Review Powerful Practices, Opportunities for Improvement</li> <li>Review Improvement Priorities</li> <li>Prepare Exit Report</li> </ul>	District office conference room	Diagnostic Review Team Members
9:00 a.m. - 11:30a.m.	Final Team Work Session	District office conference room	Diagnostic Review Team Members
11:30 a.m.-12:30 p.m.	Working Lunch	District office conference room	Diagnostic Review Team Members
1:00 – 1:30 p.m.	<p>Exit Report with the superintendent</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 superintendent. All substantive information regarding the Diagnostic Review will be delivered to the superintendent and system leaders in a separate meeting to be scheduled later by KDE.</p> <p><u>The Exit Report will not be a time to discuss the team's findings, ratings, individual impressions of the school, make evaluative statements or share any information from the Diagnostic Review Team report.</u></p>	District office conference room	Diagnostic Review Team Members

**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.

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**District Diagnostic Review Summary Report**

**Christian County**

**School District**

**2/24/2013 – 2/27/2013**

The members of the Christian County District Diagnostic Review Team are grateful to the district 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:

District Authority:

District leadership does have the ability to manage the intervention of Christian County High School.

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 Christian County School District and Christian County High School.

Superintendent, Christian County

\_\_\_\_\_ Date: \_\_\_\_\_