

DIAGNOSTIC REVIEW REPORT

FOR

Doss High School

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40214

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Introduction to the Diagnostic Review

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

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

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

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

Part I: Findings

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

Standards and Indicators

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

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

Standard 1: Purpose and Direction

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

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

<i>Standard 1 – Purpose and Direction</i>	Standard Performance Level
The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	1.7

Indicator		Source of Evidence	Performance Level
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Stakeholder Surveys • Artifact Review • Leadership and Staff Interviews • 30/60/90/120 Plans • CSIP • School Website 	2

Indicator		Source of Evidence	Performance Level
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	<ul style="list-style-type: none"> • Executive Summary • Self-Assessment • Artifact Review • Mission and vision reflected/visible in numerous place • 30/60/90/120 Plans • Classroom Observations • Development of Mission Statement 	1
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> • 30/60/90/120 Plans • Master Schedule • Artifact Review • Stakeholder Interviews • Stakeholder Surveys • CSIP 	2

Opportunities for Improvement

Indicator	Statement	Rationale
1.1	Develop a comprehensive plan for review and revision of the school's vision and mission that includes opportunities for all stakeholders to participate in meaningful ways.	The Self-Assessment and stakeholder interviews revealed that parents and students were underrepresented in the process. When a systematic visioning process is employed, all school stakeholders can challenge the fidelity and integrity of their practices to align with their stated beliefs.
1.3	Identify and ensure high quality intervention and enrichment strategies for each content area are developed, implemented, monitored and evaluated with fidelity in all classrooms.	Although The Doss Way 3.0 provides direction for improving conditions that support student learning, the Effective Learning Environment Observation Tool (ELEOT) revealed students were not engaged in meaningful ways. High impact leadership that provides teachers with clear and specific expectations of quality instruction in the classroom and holds all stakeholders accountable yields actively and meaningfully engaged students.

Standard 2: Governance and Leadership

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

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

<i>Standard 2 – Governance and Leadership</i>	Standard Performance Level
The school operates under governance and leadership that promote and support student performance and school effectiveness.	1.8

Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	<ul style="list-style-type: none"> • Self-Assessment • 30/60/90/120 Plans • Artifact Review • CSIP • 2011 Leadership Assessment • Stakeholder Interviews • SBDM Policies • School Website 	2
2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none"> • Self-Assessment • 30/60/90/120 Plans • Artifact Review • CSIP • Stakeholder Interviews • SBDM Policies 	2
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	<ul style="list-style-type: none"> • Self-Assessment • 30/60/90/120 Plans • Artifact Review • CSIP • SBDM Policies • Rtl Plan • Staff Interviews • Stakeholder Feedback Diagnostic • Walkthrough Data 	2
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	<ul style="list-style-type: none"> • Self-Assessment • 30/60/90/120 Plans • Artifact Review • SBDM Advisory Council Agendas • Stakeholder Feedback Diagnostic • Stakeholder Interviews 	2

Indicator		Source of Evidence	Performance Level
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	<ul style="list-style-type: none"> • Self-Assessment • 30/60/90/120 Plans • Artifact Review • Stakeholder Feedback Diagnostic • SBDM Advisory Council Agendas 	2
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	<ul style="list-style-type: none"> • Self-Assessment • 30/60/90/120 Plans • Artifact Review • Walkthrough Data • Standards Presentation • Professional Development Plan • Teacher Interviews • Classroom Observations • CCR plan • MATS folder 	1

Opportunities for Improvement

Indicator	Statement	Rationale
2.1	Monitor the effective implementation of policies and practices to ensure the effective governance and administration of the school.	The Doss Way 3.0 is in the beginning stages of systemic and systematic implementation as evident through stakeholder interviews, the Executive Summary, Self-Assessment and Standards Presentation. When a coherent system of continuous improvement policies, practices and expectations are monitored for high degrees of implementation, program effectiveness will be established for the purpose of making data driven decisions that positively impact student learning.

Indicator	Statement	Rationale
2.2	Administer systematic, formal professional development processes regarding the roles and responsibilities of the Advisory Council.	Various collaborative teams aid in the process of administration as evidenced through the Self-Assessment, leadership and faculty interviews, and observation of Learning Teams. Although there are various teams that create the accountability structure, focused job embedded professional development learning opportunities that directly affect each team members' job role, content, and expectations for the position will build the capacity of effective shared leadership.
2.3	Connect measurable goals for learning and classroom instruction to the 30-60-90 day plans so as to meet the goals for achievement and organizational operations.	Doss High School has state targets for college and career readiness, growth, and gap closures. When specific goals are congruent with the policies, structures, and resources, actions are focused and aligned towards accomplishing the vision and mission of the school.
2.4	Develop more effective strategies to encourage, support, and expect all students to be held to high standards in all courses of study.	Although The Doss Way 3.0 articulates the expectation that classroom instruction employs Quadrant 4 lessons and a high level of student engagement, low levels of rigor was evident in the overall classroom environment observations as evident through the Effective Learning Environment Observation Tool (ELEOT). Significant research states that high quality teaching considerably impacts student learning and achievement more so than other school-based elements.
2.5	Plan effective communication strategies for all stakeholder groups to provide opportunities to solicit meaningful two-way feedback that informs decentralized decision making.	The Self-Assessment, stakeholder interviews, and surveys revealed that parent and student input have not been sought at a high level. Schools that encourage and implement varied and creative forms of communication that build relationships between school, home, and the communities, remove barriers and create stakeholder trust and ownership versus buy-in.

Standard 3: Teaching and Assessing for Learning

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

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

<i>Standard 3 – Teaching and Assessing for Learning</i>	Standard Performance Level
The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	1.3

Indicator		Source of Evidence	Performance Level
3.1	The school’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Student Performance Diagnostic • Artifact Review • Stakeholder Surveys • Stakeholder Feedback Diagnostic • Classroom Observations • Staff and Student Interviews • Walkthrough Data • KDE Needs Assessment • Missing Piece 	1
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Student Performance Diagnostic • Artifact Review • Stakeholder Feedback Diagnostic • Classroom Observations • Stakeholder Interviews • Walkthrough Data • KDE Needs Assessment • Missing Piece • School Observations 	1

Indicator		Source of Evidence	Performance Level
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Student Performance Diagnostic • Artifact Review • Stakeholder Interviews • Stakeholder Surveys • Classroom Observations • Walkthrough Data • KDE Needs Assessment • Missing Pieces 	1
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Student Performance Diagnostic • Artifact Review • Stakeholder Interviews • Stakeholder Surveys • Classroom Observations • Walkthrough Data • School Observations 	1

Indicator		Source of Evidence	Performance Level
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Student Performance Diagnostic • Artifact Review • Stakeholder Interviews • Stakeholder Surveys • Classroom Observations • Walkthrough Data • KDE Needs Assessment • Missing Piece 	1
3.6	Teachers implement the school’s instructional process in support of student learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Student Performance Diagnostic • Artifact Review • Stakeholder Surveys and Interviews • Classroom and School Observations 	1
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Artifact Review • Stakeholder Interviews • Stakeholder Surveys • Classroom Observations • Walkthrough Data • KDE Needs Assessment 	1

Indicator		Source of Evidence	Performance Level
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Artifact Review • Stakeholder Surveys • KDE Needs Assessment • Stakeholder Interviews 	2
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Artifact Review • Faculty, student, parent interviews • Stakeholder Surveys • KDE Needs Assessment 	2
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"> • Artifact Review • Student Interviews • Stakeholder Surveys • KDE Needs Assessment • Missing Piece • Formative and Summative assessments • MATS folders 	2
3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Artifact Review • Stakeholder Surveys • Classroom Observations • Walkthrough Data 	1

Indicator		Source of Evidence	Performance Level
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	<ul style="list-style-type: none"> • Student Performance Diagnostic • Artifact Review • Stakeholder Interviews • Stakeholder Surveys • Classroom and School Observations • Walkthrough Data • 30/60/90 Plans 	1

Opportunities for Improvement

Indicator	Statement	Rationale
3.8	Design and implement programs to engage families in meaningful ways and inform them of their children's learning process.	Efforts (weekly email, content nights, Infinite Campus portal) are being made by the school to engage parents however, actual parent engagement is limited. Authentic and purposeful engagement of parents and the community will provide opportunities that foster two-way communication, increased participation, and stronger relationships between school and home.
3.9	Expand the advisory program so that each individual student is well known and has an adult advocate for his/her needs regarding learning, thinking, and life skills.	The current advisory program provides opportunities for interaction between teachers and small groups of students but a structure to increase one to one interaction is needed for individualization and personalization. Adult advocates who individualize and personalize their interactions with students will increase opportunities to keep students on the right track for school success.
3.10	Define with specificity the criteria for attainment of content knowledge and skills.	The Standards Based Grading System that has been implemented brings some consistency to grading practices however; the level of performance to attain proficiency must be clearly defined and regularly evaluated for effectiveness by all stakeholders. Interviews revealed that all stakeholders do not understand the Standards Based Grading System. The benefits of specific and effective grading practices will increase understanding among students, teachers, and parents in addition to supporting the decrease of student failures, improve student behavior, and increase overall stakeholder morale.

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 staff who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

<i>Standard 4 – Resources and Support Systems</i>	Standard Performance Level
The school has resources and provides services that support its purpose and direction to ensure success for all students.	2.9

Indicator	Source of Evidence	Performance Level
4.1 Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school’s purpose, direction, and the educational program.	<ul style="list-style-type: none"> • 2012-13 Budgets • Artifact Review • District Improvement Plan • Standards Presentation • Principal and Teacher Interviews 	3
4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	<ul style="list-style-type: none"> • Stakeholder Interviews • Stakeholder Surveys • Standards Presentation • School calendar • Artifact Review 	3

Indicator		Source of Evidence	Performance Level
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none"> Stakeholder Interviews Stakeholder Feedback Diagnostic Artifact Review Leadership Assessment Report 	3
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	<ul style="list-style-type: none"> Self-Assessment Executive Summary School Website Stakeholder Surveys Budgets Stakeholder Interviews 	3
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	<ul style="list-style-type: none"> Self-Assessment Executive Summary Budgets Stakeholder Surveys Technology Team School Observations Stakeholders Interviews Technology Plan 	2
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none"> Artifact Review Stakeholder Surveys YSC plan of services Standards Presentation 	3
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none"> Stakeholder Surveys Budgets Artifact Review School Observations Standards Presentation 	3

Opportunities for Improvement

Indicator	Statement	Rationale
4.5	Develop the current Technology Planning Review 2013-2014 document into a detailed blueprint for integrating technology across all content and curriculum.	The Technology Planning Review 2013-2014 Review document provides a high level summary of the technology goals, current resources, and monitoring and evaluation sources. Higher levels of integration of technology within classroom instruction will provide more than basic computer skills and assessment software programs for students. Effective technology integration by effectively trained teachers will deepen and enhance students' ability to function in our technologically based global economy.

Standard 5: Using Results for Continuous Improvement

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

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

<i>Standard 5 – Using Results for Continuous Improvement</i>	Standard Performance Level
The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.	1.6

Indicator		Source of Evidence	Performance Level
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none"> • Stakeholder Surveys • KDE Needs Assessment • Self-Assessment • Executive Summary • 2011 Leadership Assessment • 30/60/90 Plans • Leadership, faculty interviews • Classroom Observations • Standards Presentation • Walkthrough Data • Quarterly Report • Learning Team Observation • Artifact Review 	2
5.2	Professional and support staffs continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	<ul style="list-style-type: none"> • Stakeholder Surveys • KDE Needs Assessment • Self-Assessment • Executive Summary • Leadership Assessment • 30/60/90 Plans • Leadership, faculty interviews • Classroom Observations • Standards Presentation • Walkthrough Data • Quarterly Report • Artifact Review 	2

Indicator		Source of Evidence	Performance Level
5.3	Professional and support staff is trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> • Staff Surveys • KDE Needs Assessment • Self-Assessment • Executive Summary • 30-60-90 plans • Leadership, faculty interviews • School and Classroom Observations • Standards Presentation • Artifact Review 	1
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	<ul style="list-style-type: none"> • Artifact Review • Self-Assessment • Executive Summary • Staff Interviews • School and Classroom Observations • Standards Presentation • Quarterly Report 	2
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	<ul style="list-style-type: none"> • Staff Surveys • Self-Assessment • Executive Summary • 30/60/90 plans • Stakeholder Interviews • School and Classroom Observations • Standards Presentation • Artifact Review 	1

Opportunities for Improvement

Indicator	Statement	Rationale
5.1	Monitor the comprehensive assessment system for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	The Doss Way 3.0 includes Standards Based Grading which is not fully understood by all stakeholders. When assessment systems are clearly understood and monitored by stakeholder groups, specific interventions and enrichments can be established to improve student learning and achievement.
5.2	Evaluate the continuous improvement plans to improve the student learning, instruction, the effectiveness of programs, and the organizational conditions.	The Doss Way 3.0, the Schedule Plus System, the 30/60/90 day plans are structures that have been initiated and improved the culture of the daily operations of the school. Specific evaluations of continuous improvement processes, programs and assessment systems will harness data that yields pertinent information about their effectiveness to support student learning and impact organizational decisions.
5.4	Establish consistent mechanisms to determine the effectiveness of the components of The Doss Way 3.0.	Although a low percentage of increase has been made for students meeting benchmarks in English, the KDE Needs Assessment revealed that students are not meeting goals. A combination of appropriate quantitative and qualitative data used by all stakeholder groups will provide a triangulation of results that will inform efforts to improve student learning and readiness for next level.

Part II: Conclusion

Summary of Diagnostic Review Team Activities

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

The Diagnostic Review team met virtually on January 4, 2013 to begin a preliminary examination of Doss High School Internal Report and determined points of inquiry for the on-site review. Next, team members arrived in the district on Sunday, January 13, 2013 and concluded their work on January 16, 2013.

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

Stakeholder Group	Number of Participants
School Leaders	4
Site-Based Council Members	6
Teachers and Support Personnel	34
Parents and Community Members	7
Students	35
TOTAL	86

The Diagnostic Review team also conducted classroom observations in 62 classrooms using the Effective Learning Environment Observation Tool (ELEOT).

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Standards and Indicators.

Overview of Findings

The leadership of Doss High School has established a systemic continuous improvement process, The Doss Way 3.0. The five guiding principles within The Doss Way include 1) Use of effective instructional techniques, 2) Creating citizens of students, 3) Generating collective wisdom, 4) Beginning with the end in mind, and 5) Having a backup plan. The 4 Big Rocks encompass the 30-60-90-120 days plan that focus on creating citizens, school-wide systems, administration, teacher and student feedback, and Response to Interventions. The Doss Way 3.0 process includes the mission and vision statements to provide its purpose and direction. While the mission and vision focus the school's direction in creating students who are responsible and ready for college and/or career, current instructional practices lack the expected levels of rigor and student engagement to meet the current goals.

The Effective Learning Environment Observation Tool (ELEOT) revealed a low level of rigor in classroom instructions as well as student engagement. The Self-Assessment confirmed that teachers struggle to make lessons rigorous, therefore immediate support is urgent and necessary to impact instruction in the classroom. Although the school leadership conducts various observations in classrooms, the administrative walkthrough data from the CFI Learning Walks demonstrate minimal specific instructional feedback is provided to improve classroom instruction. The commitment, fidelity, and degree of implementation of rigorous and meaningful engaged lessons along with targeted professional learning opportunities and support will be the critical factors to promote student success. While the Doss Way 3.0 continuous improvement processes have been initiated it is not at a fully operational level that demonstrates significant and sustainable improvements. The efforts of the leadership, faculty, staff, and students are positively noted as they continue their journey of turning around their school using The Doss Way systemically and systematically.

Leadership of the school is provided by the administrative team, the Instructional Leadership Team and the Instructional Support Team. Multiple opportunities have been established by the school administration to develop leadership among teaching staff and students. Learning Teams, SBDM Advisory Council, Men of Quality, Ladies of Leadership are among the numerous programs and initiatives that provide opportunities for stakeholder leadership. Parents have not been purposefully sought for active engagement in committees. Although various initiatives have been initiated to invite parents into the school such as Parent Nights and student-led conferences, parents have not been openly invited and sought out to serve on committees as stated in The Missing Piece.

The school administration initiated focused efforts to improve student behavior and foster responsible citizenship through the Freshman Academy design, Redirect program, and the Student Response Team (SRT). Although some stakeholder interviews and the standards

presentation reported that overall student behavior has improved, behavior incident data from 2011-12 compared to 2012-13 denote an increase in behavior referrals during the current year. Freshman Academy behavior referrals are currently lower than last school year by 168 incidents. There have been increased referrals during the current school year in disruptive behaviors, bus disturbances, dress code violations, and tardies. Although progress has been made in some behavior areas, targeted supported is imperative to providing a safe and conducive learning environment for all stakeholders.

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

Standards and Indicators Summary Overview

Standard 1 – Purpose and Direction

- The school's vision and mission are clearly communicated in various ways to stakeholders. A systematic and systemic approach is needed for the continued review and revision of the vision and mission that includes opportunities for the involvement of all stakeholder groups.
- The Doss Way 3.0 is an example of the school leadership's commitment to a culture of continuous improvement. Commitment is not evident in all stakeholder groups as revealed through interviews and classroom observations.
- The Doss Way 3.0 is the impetus for improving conditions that support student learning. Classroom observations revealed that students were passively engaged in classroom instruction that provided minimal rigor.

Standard 2 – Governance and Leadership

- Doss High School is in the beginning stages of policies and practices that monitor effective instruction. The Curriculum Instruction Framework (CIF), the CFI Learning Walk instrument, and the Plus Schedule System are tools that should be fully implemented, monitored, and evaluated.
- Although the Instructional Leadership Team conducted walkthroughs, the level of feedback given to teachers did not provide a high level of effective strategies to positively impact instructional practices.
- The Self-Assessment revealed that although the SBDM Council functions in an advisory capacity, the group continues to meet on a regular basis. Various collaborative teams are in place to support the school leadership and therefore serve as the foundation to strengthen shared leadership practices.
- The school leadership demonstrates autonomy. Strategic planning for continuous improvement should connect improvement plans with specific student achievement goals for learning and instruction.

Standard 2 – Governance and Leadership

- Various initiatives have been implemented to increase communications with stakeholders. However, parent and student stakeholder groups need more meaningful opportunities to become involved and provide input.

Standard 3 – Teaching and Assessing for Learning

- The current levels of instruction will not produce college and career ready students. Although there is a system in place to collect and analyze data, its main use is to assign students to interventions. The data should also inform instructional practices beyond interventions.
- Although curriculum and instruction is monitored through administrative walkthroughs, instructional feedback does not contain deeper levels of specificity to cause changes in the instruction.
- Classroom observations did not reveal the use of instructional strategies that required students to think critically or at a higher level.
- School leadership is monitoring instructional processes; however, feedback is not resulting in improved instructional practice. Coaching and mentoring of effective instructional strategies is not occurring at a high level.
- While teachers have common planning to discuss student learning, vertical discussions will be a necessary component of professional dialogue to prepare students for the next level.
- Although students have MATS folders to initiate ownership and personal responsibility, students could not articulate a clear understanding of their use and purpose.
- Expanded parent nights and family nights have experienced an increase in parent participation. The Self-Assessment and The Missing Piece document revealed that parents were not engaged in the vision and mission process and are not encouraged to serve on SBDM committees.
- The advisory program provides 40 minutes weekly for relationship building between teachers and students. The program should embed opportunities for teacher and student individual conferences to develop authentic relationships whereby the adult knows the student.

Standard 4 – Resources and Support Systems

- There are a sufficient number of teachers and support staff to meet the needs and support of school programs.
- The school is maintained to provide a safe, healthy, and attractive learning environment for all stakeholders in support of creating responsible citizens.
- Efforts have been initiated to improve the safety of the school by addressing student behavior issues. The Redirect program and Student Response Team (SRT) has prompted lower behavior incidents in the Freshman Academy.

Standard 4 – Resources and Support Systems

- Minutes from technology planning team, interviews with stakeholders, and teacher surveys indicate a need for technology in classrooms.
- Various computer labs are available within the content area departments. Teachers have technology tools in classrooms such as a laptop, LCD projector, and digital document camera but meaningful use by students was not observed.

Standard 5 – Using Results for Continuous Improvement

- The Standards Based Grading System has been implemented. Teacher interviews revealed that data analysis takes place in Learning Team discussions to determine which students need additional support during the intervention periods.
- Multiple types of data are available. The degree to which the data is used by all instructional staff and students varies.
- Although teachers and staff have received training on the use of data to inform instruction, continued follow-up is necessary to deepen knowledge, skill, and application.
- There is no substantial evidence to support two-way communications are occurring.
- There was limited evidence that systems were in place to monitor state delivery targets and school improvement goals.

Learning Environment Summary

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

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

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

The results of the 62 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 Diagnostic Review Team observed that most classrooms consisted of low student numbers. A low level of rigor was evident in the overall classroom environment observations as revealed through the Effective Learning Environment Observation Tool (ELEOT).

The Equitable Learning environment rated an average score of 1.8 on a scale of 4, with 4 being the highest. Two items scored an average of 1.4.; Item A1, "Has differentiated learning opportunities and activities that meet her/his needs," and Item A4, "Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences." The team observed that students were mostly engaged with question and answer sessions, some group work, and worksheet completions.

The average score of the High Expectations environment was 1.8 on a scale of 4, with 4 being the highest. The lowest item, B.3 "Knows that rules and consequences are fair, clear, and

consistently applied,” had an average rating of 1.3. This rating is consistent with the evidence that supports the behavior referral issues experienced by the school.

The Supportive Learning and Well-Managed environments received an average rating of 2.2. Supportive Learning item C.5 “Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs” was rated at 1.9. In the Well-Managed environment, item F.4 “Collaborates with other students during student-centered activities” received a rating of 1.8. Most classroom instruction was teacher centered and delivered whole group to students.

The Active Learning environment averaged a rating of 2.1. Its lowest item was D.2, “Makes connections from content to real-life experiences. Progress Monitoring environment’s average rating was 1.9. Its three lowest items were E.2 “Responds to teacher feedback to improve understanding,” E.4 “Understands how her/his work is assessed,” and E.5 “Has opportunities to revise/improve work based on feedback.”

Finally, the Digital Learning environment had an average rating of 1.5. Items G.2 “Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning,” and G.3 “Uses digital tools/technology to communicate and work collaboratively for learning” were rated at an average of 1.4. These ratings support observations of the team regarding the lack of student engagement with the use of technology. The findings of the classroom environment observations using ELEOT provides support for the sense of urgency among the leadership, faculty, and staff to improve instruction in the classroom as well as the monitoring, evaluation, and feedback for instruction. When instructional practices improve, student learning will improve.

Improvement Priorities

Indicator	Statement	Rationale
1.2	Develop strategies that will build commitment 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.	Classroom observations revealed non-challenging learning experiences for students during core classes and enrichments. When instructional leaders focus on the premise that all students can succeed regardless of their past challenges and difficulties, the instructional culture becomes focused on a sense of urgency to maximize instructional minutes using creative ways, techniques, and strategies that engage students at higher levels.
2.6	Implement and monitor the evaluation of professional practices within classroom instruction that includes pre-visit conversations, specific feedback, and professional development opportunities to improve teaching.	Walkthrough data revealed feedback that lacked specificity to improve instructional practices. School leaders that focus on high quality instruction and systematic supervision and evaluation as a priority, stimulate positive change in instructional practices.
3.1/3.2	Provide challenging learning experiences that focus on Quadrant 4 characteristics.	The team observed that most classroom environments passively engaged students through the use of worksheets, questions/answers, and lower levels of demonstration. Learning experiences that are purposefully designed to emphasize deeper understanding of concepts and standards will provide authentic opportunities for students to apply their knowledge in meaningful ways.
3.3	Develop lessons that incorporate strategies to engage and challenge all students at higher levels.	Classroom observations revealed that active learning environment ratings were 2.1. Schools who cultivate engaging learning environments that provide for various learning styles demonstrate deliberate and focused attention on the success of all students to be prepared for the next level.
3.4	Acquire professional development to gain awareness, knowledge, and understanding of the characteristics of rigor in classroom instructional practices and strategies.	Administrative walkthrough documentation revealed minimal feedback to help teachers adjust and change instructional practices in the classroom. When professional development activities are aligned with the needs assessment of classroom instruction and student performance, the capacity to deliver the expected levels of rigor and engagement of students by classroom teachers, support staff and instructional leadership increases.

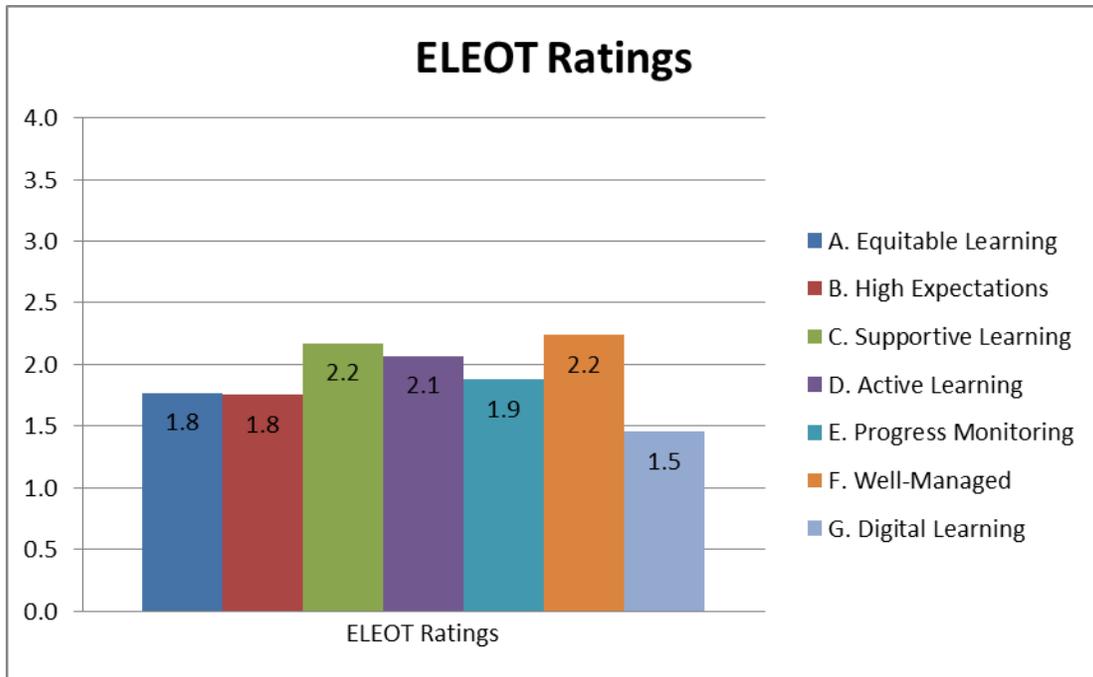
Indicator	Statement	Rationale
3.5	Coordinate opportunities for vertical teaming among Learning Teams.	The Plus Time Schedule allows for common planning in the content areas but there is a need for articulation across grade levels. Vertical teaming provides seamless transitions from one grade level to the next as well as curriculum linkages between elementary, middle, and high school levels.
3.6	Implement the school's instructional process, The Doss Way 3.0, systemically and with fidelity.	The Doss Way articulates three leverage cycles as Instructional, Assessment & Feedback, and Learning Team. The instructional cycle includes having high expectations and engaging lessons, yet the team's overall ratings of high expectations environment was 1.8. Programs and processes that are implemented systemically and with fidelity versus dilutions of program elements provide a higher degree of successful and sustainable improvement efforts.
3.7	Evaluate the current new teacher induction/mentoring program provided by the school to determine its effectiveness.	Although a new teacher induction/mentoring program is provided by the district and the school, no evidence was provided regarding the details of the programs and their effectiveness. Leadership and teacher interviews revealed the need to support new teachers and develop instructional coaching skills of the administrators. Mentoring programs fosters professional development and collegial networks among new and experienced teachers. The attrition rate is also lowered for new teachers when a quality mentoring support is a priority.
3.11	Align all professional development with the specific needs of student learning and teacher informal and formal evaluations.	Doss High School has committed to providing common planning for the purpose of developing Professional Learning Communities (Learning Teams). Documents such as the KDE Needs Assessment, the Executive Summary, and the Self-Assessment state that the Learning Team cycle is job-embedded professional development. Alignment of professional development opportunities with processes such as the analysis of student learning and teacher supervision and evaluation should serve as complements to each other having a substantial positive influence on classroom practices and strategies as well as student achievement.

Indicator	Statement	Rationale
3.12	Monitor the implementation and effectiveness of learning support services and programs.	Monitoring and evaluation of all support services and programs will yield data that can be used to address the specific needs of students as well as help the leadership, teachers, and support staff make instructional decisions to positively impact student learning. Interventions and enrichment times with students were observed by team members but revealed that the expectations were not implemented as required of the process. Although data was shared to highlight the number of students receiving interventions, the quality of the interventions and enrichments and the fidelity of implementation was not consistent.
5.3	Provide training for all staff in a rigorous, individualized professional development program that focuses on evaluating, interpreting, and using data to drive instruction.	The Executive Summary, Self-Assessment, Standards Presentation and teacher interviews noted the use of data by teachers to inform instructional decisions. Focused training for professional and support staff in the evaluation, interpretation, and use of data connects them to their students and the degree to which their students are learning.
5.5	Communicate student learning and overall school progress regularly to all stakeholder groups in appropriate and meaningful formats.	Student-led conferences are conducted by as evidenced through leadership interviews and student/parent conference sheets. The school leadership is consistent with emailing the Weekly Focus. Although evidence of communications to parents and families were evident, there is no data to support the success rate of the communication reaching the intended recipients.

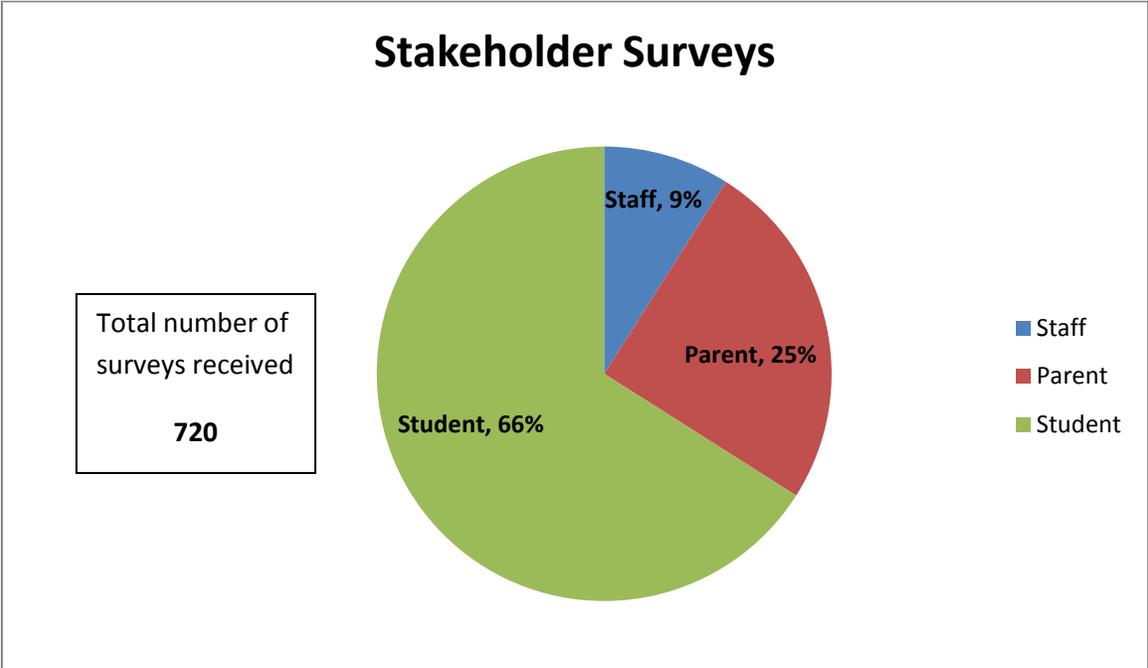
Part III: Addenda

Diagnostic Review Visuals

Average learning environment ratings
from all observations



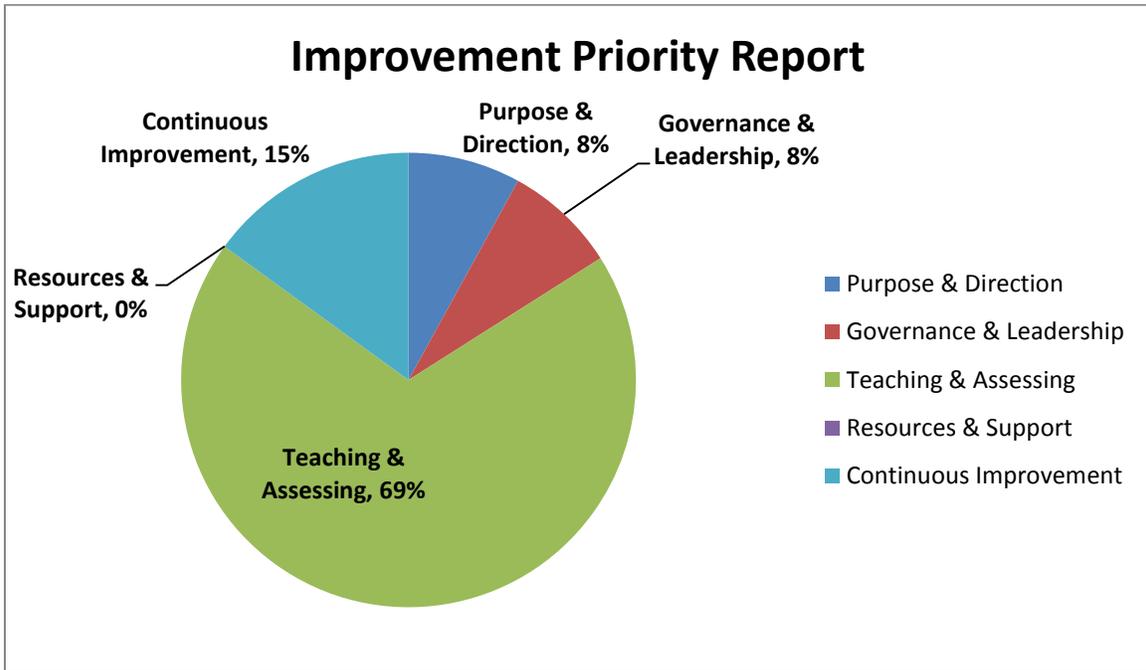
Percentages of stakeholder groups
that completed the surveys



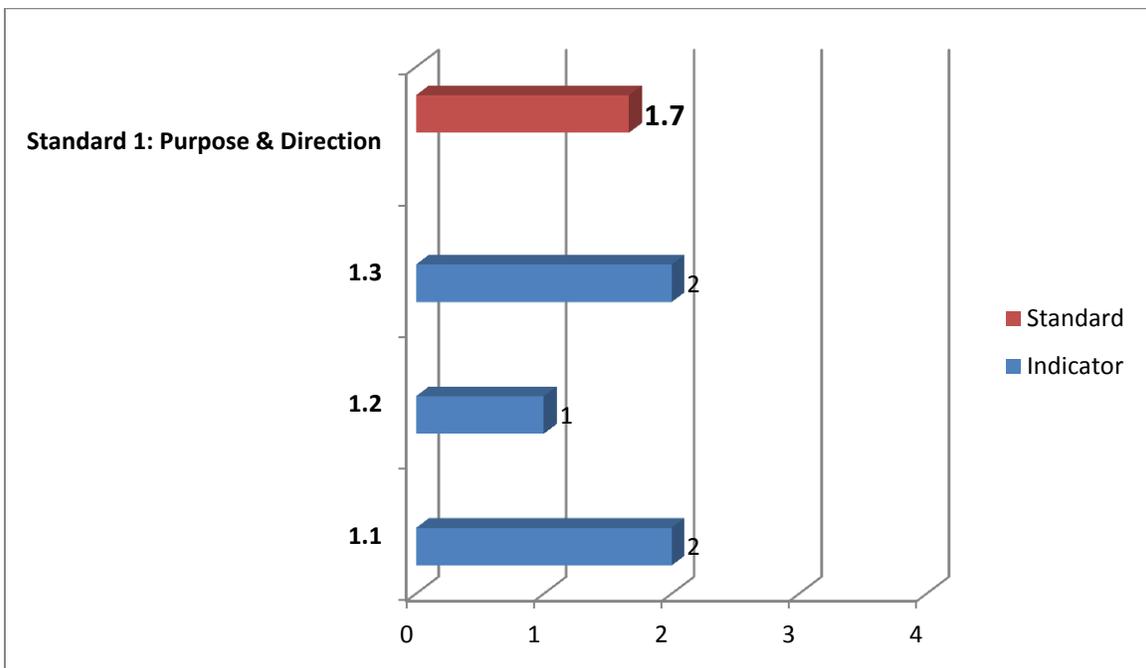
Self-Assessment performance level ratings

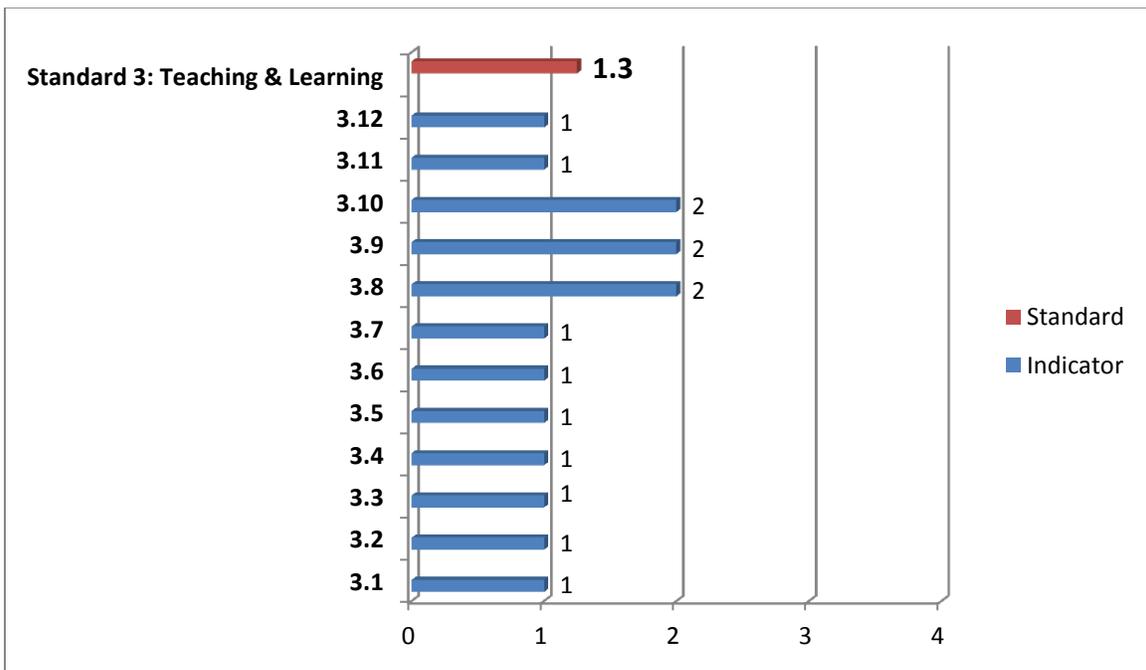
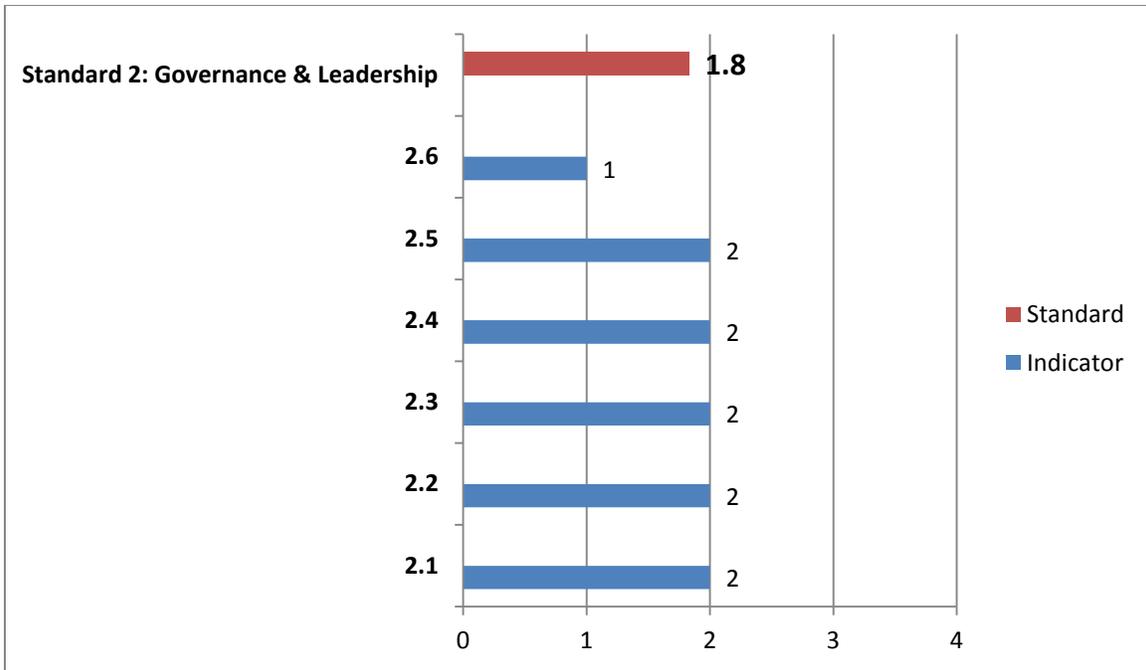
Indicator Assessment Report		
<i>Indicator</i>	<i>School Rating</i>	<i>Review Team Rating</i>
1.1	3	2
1.2	3	1
1.3	3	2
2.1	3	2
2.2	3	2
2.3	3	2
2.4	2	2
2.5	2	2
2.6	3	1
3.1	3	1
3.2	3	1
3.3	2	1
3.4	2	1
3.5	3	1
3.6	2	1
3.7	2	1
3.8	3	2
3.9	4	2
3.10	4	2
3.11	3	1
3.12	2	1
4.1	3	3
4.2	3	3
4.3	3	3
4.4	3	3
4.5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

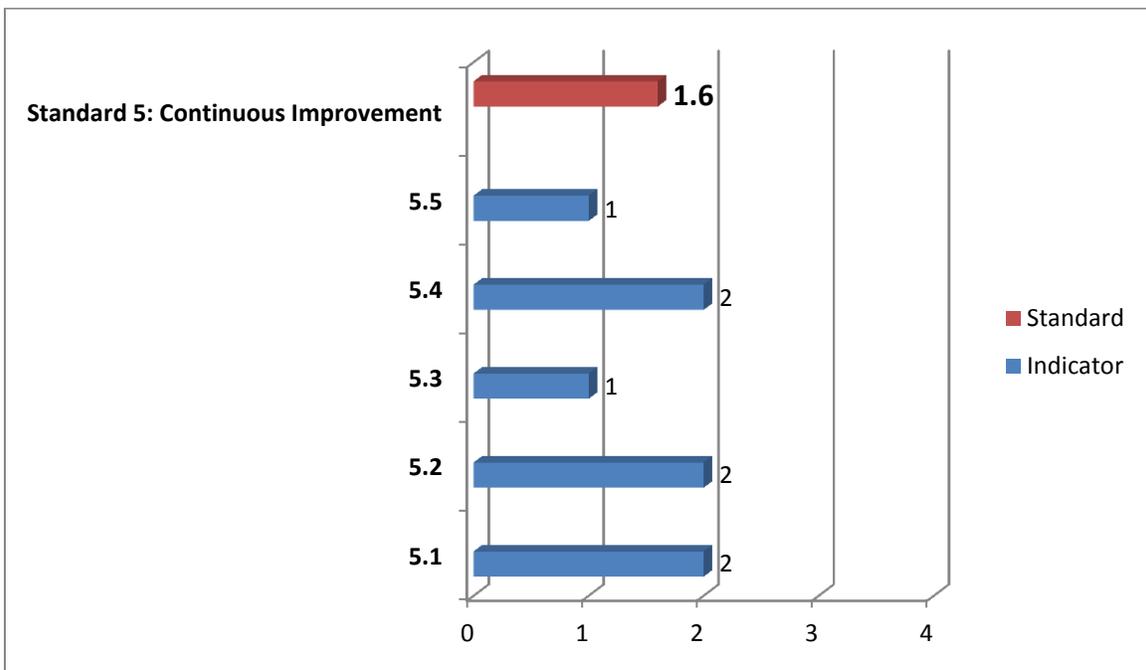
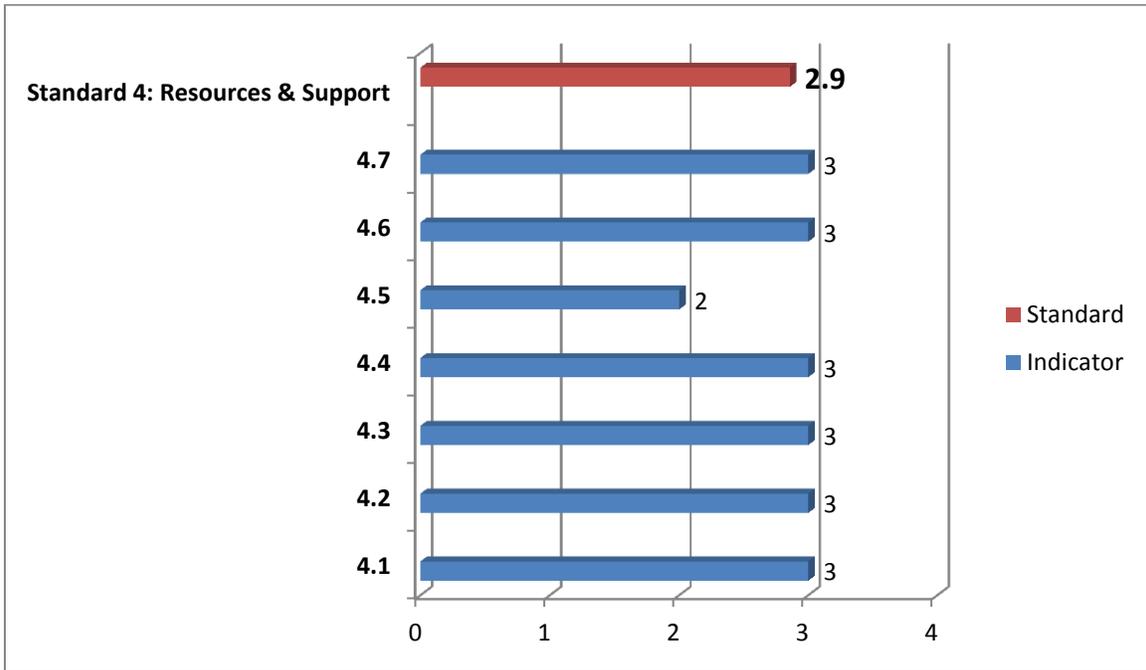
Percentage of Standards identified as
Improvement Priorities



Average ratings for each
Standard and its Indicators







2013 Leadership Assessment/Diagnostic Review Addendum

Doss High School 2011 Leadership Assessment Report Identified Deficiencies

Deficiency 1:

Classroom instruction frequently lacks rigor, is not student centered and is not engaging.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
X	There is little or no evidence of improvement with regard to this deficiency.
<p>Evidence:</p> <ul style="list-style-type: none"> • Instruction lack of rigor as evidenced through the Effective Learning Environment Observation Tool (ELEOT). • Most students were not actively engaged in their learning at high levels. • The average learning environment ratings (4 being highest) from the ELEOT observations were as follows: <ul style="list-style-type: none"> - Equitable Learning (1.8) - High Expectations (1.8) - Support Learning (2.2) - Active Learning (2.1) - Progress Monitoring (1.9) - Well-Managed (2.2) - Digital Learning (1.5) • Minimal use of rubrics within classroom instruction was observed. • Worksheets were used most of the time for student involvement. • Enrichment time was not structured by guidelines that focus on enhancing student learning. • Collaboration between students during instruction was not observed. • Walkthrough data by administrative team lacked specific feedback to inform classroom instruction for improvement. • Instruction within AP/Honors classes lacked rigor and characteristics from Quadrant 4. • Some students stated that classes were not challenging enough. 	
<p>Comments:</p> <p>The team observed that most classroom environments passively engaged students through the use of worksheets, questions/answers, and lower levels of demonstration.</p>	

Deficiency 2:

Disruptive behavior hinders instruction and daily progress in many classrooms.

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

Evidence:

- The school leadership is visible throughout the school.
- Observations of the learning environment noted some disruptive and inappropriate behaviors ignored during classroom instruction.
- Some faculty interviews revealed that discipline is consistently enforced.
- Some stakeholder interviewed explained how the Redirect program is making a difference in the Freshman Academy.
- Redirect program expectations are not followed in all classrooms as observed by various Diagnostic Review Team members and shared by some stakeholders groups.
- The discipline data does not show a large decrease in referrals when 2012-13 results are compared to 2011-12 results. The results for 2012-13 represent half of the school year.
- Teacher interviews indicate that disruptive behavior has somewhat decreased.

Comments:

The school administration initiated focused efforts to address and improve student behavior and foster responsible citizenship through the Freshman Academy design, Redirect program, and the Student Response Team (SRT). Although some stakeholder interviews and the standards presentation reported that overall student behavior has improved, behavior incident data from 2011-12 compared to 2012-13 denote an increase in behavior referrals during the current year. Freshman Academy behavior referrals are currently lower than last school year by 168 incidents. There have been increased referrals during the current school year in disruptive behaviors, bus disturbances, dress code violations, and tardiness. Although progress has been made in some behavior areas, targeted supported is imperative to providing a safe and conducive learning environment for all stakeholders.

Deficiency 3:

Formative and summative classroom assessments frequently lack sufficient rigor and relevance to drive instruction and challenge 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"> • Formative and Summative assessments are being given and the data is tracked. • Assessment data is not driving significant instructional changes. • Process is overriding good practice as observed by the Diagnostic Review Team.
<p>Comments:</p> <p>The Executive Summary, Self-Assessment, Standards Presentation and teacher interviews noted the use of data by teachers to inform instructional decisions. The KDE Assessment stated that the use of data within every meeting is an area needing improvement. An observation of a Learning Team meeting noted that data was discussed but not in-depth. Classroom environment observations revealed that assessment data did not drive the necessary rigor in instructional practices and strategies.</p>

Deficiency 4:
Monitoring of school programs lacks sufficient consistency to create appropriate accountability.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
X	There is little or no evidence of improvement with regard to this deficiency.
<p>Evidence:</p> <ul style="list-style-type: none"> • Various leadership teams and learning teams have been put into place. Evidence is lacking regarding the effectiveness of each team. • Meeting All the Standards (MATS) folders has created opportunities for students to take responsibility for tracking their grades and identifying the standards that have been met and those not yet met. • Although the 30-60-90 plan is in place, the connection to the improvement plan was not evident. • The Self-Assessment, Executive Summary, KDE Needs Assessment, and Stakeholder interviews revealed the need for program monitoring and evaluations. • The Doss Way Instructional Cycle has been put in place. • CFI Walkthrough feedback does not provide significant specific feedback to impact changes in instructional practices. • Various programs and initiatives have been started in support of improved behavior, student learning, and student achievement, yet they lack specific program monitoring and evaluation processes to determine their effectiveness. 	
<p>Comments:</p> <p>There are various programs and initiatives at Doss High School. Interviews revealed monitoring of programs and practices as well as the concern regarding the number of programs that need to be evaluated. Improvement in student learning and achievement has not produced significant results. Use of the MATS folders, more consistent</p>	

walkthroughs conducted by the administration, and Learning Team discussions are a small steps toward monitoring and evaluating the effectiveness of practice. Each program should have a well-defined monitoring and evaluation plan in place.

Deficiency 5:

There is a general lack of parent involvement.

	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"> • Parent/family night attendance has increased. • Parent interviews reported more attendance. • Student-led conferences provide parents with feedback. • The school leadership has made efforts to focus on building community within the school culture. • Parents were not involved in the vision process as stated in the Self-Assessment • Parents are not sought out for inclusion in various committees as stated in The Missing Piece. • Professional development will be provided by Dr. Roger Cleveland during the school year. 	
<p>Comments:</p> <p>Expanded parent nights and family nights have experienced an increase in parent participation. The Self-Assessment and The Missing Piece document revealed that parents were not engaged in the vision and mission process and are not encouraged to serve on SBDM committees. Authentic parental involvement, communication strategies and relationship building should be a focus.</p>	

Deficiency 6:

The impact of Project Proficiency is limited to a few classes.

	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"> • The goals of Project Proficiency have been addressed by the implementation of the school-wide Standards Based Grading program. • MATS folders are used by students to keep track of grades and attainment of standards. 	
<p>Comments:</p> <p>The Standards Based Grading initiative needs further clarification for all stakeholders. Some stakeholder interviews revealed that this initiative was not fully understood.</p>	

Diagnostic Review Team Schedule**School Diagnostic Review Team Schedule
Doss High School****FRIDAY – January 4 (2:00 – 3:30 p.m. Eastern)**

Diagnostic Review Team Web Conference

SUNDAY – January 13

Time	Event	Where	Who
3:00 p.m.	Check-in	Louisville Marriott East 1903 Embassy Square Blvd. Louisville, KY 40299 502.491.1184 Hotel Lobby	Diagnostic Review Team Members Lead Evaluators
2:00 – 3:30 p.m.	Meeting – Lead Evaluators in the Cardinal Room		Lead & Co-Lead
3:30 – 3:55 p.m.	Set up room (set up room earlier if possible – 2:30 p.m.)	Bluegrass Salon B	
4:00 p.m. – 7:00 p.m.	Team Work Session #1 Reviewing Internal Review documents and determining initial ratings all indicators	Bluegrass Salon B	Diagnostic Review Team Members
7:00 – 8:30 p.m.	Dinner	Restaurant TBD	Diagnostic Review Team Members

MONDAY – January 14

Time	Event	Where	Who
6:45 a.m.	Breakfast at hotel (Please eat breakfast before our 6:45 a.m. departure) Depart hotel for Doss High School	Louisville Marriott East	Diagnostic Review Team Members will carpool
7:30 a.m.	Team arrives at Doss High School	Doss High School 7601 St. Andrews Church Rd. Louisville, KY 40214 (school office)	Diagnostic Review Team Members
8:00 – 9:00 a.m.	Standards Presentation - Questions/topics to be addressed: 1. Vision, i.e., where has the school come from, where is the school now, and where is the school trying to go from here? <u>This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student achievement as well as conditions that support learning.</u>	Room 201 Conference room or other private work area that can be designated for team use during the three day on-site review Moeller	Moeller 10 minutes Justus

	<p>2. Overview of the School Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement.</p> <p>3. How did the school and system ensure that the Internal Review process was carried out with integrity at the school level?</p> <p>4. What has the school and system done to evaluate, support, monitor and ensure improvement in student performance as well as conditions that support learning?</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>		<p>Wisman – Standard #1 Moeller – Standard #2 Justus & Dattilo – Standard #3 Salyer – Standard #4 Dattilo & Wisman - Standard #5 Salyer</p> <p>Justus</p> <p>Moeller</p>		<p>Wisman Dattilo</p> <p>20 minutes</p> <p>5 minutes</p> <p>10 minutes</p> <p>15 minutes</p>		
9:00– 9:15 a.m.	Break		Room - 201		Diagnostic Review Team Members		
9:15 – 10:15 a.m.	Principal interview		Room – 201 or Principal Office		Diagnostic Review Team Members		
10:15– 11:45 a.m. (4 classes per team member)	Begin school and classroom observations		(Addendum will be added detailing specific classroom assignments for team members)		Diagnostic Review Team Members (working in pairs or as individuals)		
11:45 a.m.-12:30 p.m.	Lunch		Cafeteria		Diagnostic Review Team Members		
12:30 – 2:20 p.m. (7 - 8 classes per team member) (Doss H. S. classes end – 2:20 pm)	Continue school and classroom observations		(Addendum will be added detailing specific classroom assignments for team members)				
2:20 – 3:15 p.m.	<p>Team A interviews: Support group 3-5 people</p> <ol style="list-style-type: none"> Clark Barbagallo White Embry Kersting <p>Team A – V. Harts, K. Collett</p> <p>Room 251</p>	<p>Team B interviews: Support group 3-5 people</p> <ol style="list-style-type: none"> Fluhr Holbrook Lucas Williams Lindsey <p>Team B – K. Foster, D. Daigle</p> <p>Room 255</p>	<p>Team C interviews: Parent group 3-5 people</p> <ol style="list-style-type: none"> Elonda Colbert Colette Hayes Rodney Hayes Chanelle Hatfield <p>Team C – J. Evans, R. Boss</p> <p>Room Counselor's office</p>	<p>Team D interviews: Parent group 3-5 people</p> <ol style="list-style-type: none"> Tracy Ragland Mark Pecaro Sherry Powell <p>Team D – L. Carroll, D. Gentry</p> <p>Room 263</p>	Diagnostic Review Team Members (working in pairs)		
3:15 p.m. – 4:00 p.m. Individual interviews with School Council members	<p>School Council – LaFollette</p> <p>L. Carroll Room Security Office</p>	<p>School Council – Royalty</p> <p>K. Collett Room Garrett Office</p>	<p>School Council – Jordan</p> <p>K. Foster Room Harvey Office</p>	<p>School Council – Grieb</p> <p>D. Daigle Room 215</p>	<p>School Council – Shartzter</p> <p>J. Evans Room 214</p>	<p>School Council – Lauder</p> <p>D. Gentry Room 228</p>	<p>School Council – Principal – Mr. Moeller</p> <p>V. Harts Room Principal's Office</p>
	NOTE that *ESS – Extended School Services on Mon. and Wed (2:30 – 3:30 pm; in teachers' classrooms)						
4:00 p.m.	Team returns to hotel				Diagnostic Review Team		

5:15 – 7:30 p.m.	Evening Work Session #2 <ul style="list-style-type: none"> Review findings from Monday Team members working in pairs re-examine ratings and report back to full team Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities at the standard level (indicator specific) Prepare for Day 2 	Bluegrass Salon B	Members Diagnostic Review Team Members
7:30 – 8:30 p.m.	Team Dinner	Restaurant TBD	Diagnostic Review Team Members

TUESDAY – January 15 (Please wear name tags/badges.)

Time	Event	Where	Who				
6:45 a.m.	Breakfast at hotel (Please eat breakfast before our 6:45 a.m. departure) Depart hotel for Doss High School	Louisville Marriott East	Diagnostic Review Team Members will carpool				
7:30 a.m.	Team arrives at school	Doss High School 7601 St. Andrews Church Rd. Louisville, KY 40214	Diagnostic Review Team Members				
7:40 – 9:51 a.m.	Activities to include: <ul style="list-style-type: none"> School and classroom observations Artifact review 	(Addendum will be added detailing specific classroom assignments for team members)	Diagnostic Review Team members				
9:51 – 10:31 a.m.	<table border="0"> <tr> <td> Team A interviews: Student group (3 – 5 people) 1. Han Vo 2. Haines Rhona 3. Lopez Javier 4. Cooper Tori 5. Powell Maria 6. Hunt Vanessa Team A – V. Harts, K. Collett Room 251 </td> <td> Team B interviews: Student group (3 – 5 people) 1. Mask, Essence 2. Hayes William 3. McCarley Dajon 4. Emmanuel, Adonisi 5. Mulalic Dzenana 6. Brigner Jessica Team B – K. Foster, D. Daigle Room 255 </td> <td> Team C interviews: Student group (3 – 5 people) 1. Spencer Wells 2. McLin Malachi 3. Houston Darion 4. Meredith Alexis 5. Lowe, De Aziah 6. Schroeder, Katie Team C – J. Evans, R. Boss Room Counseling Office </td> <td> Team D interviews: Student group (3 – 5 people) 1. Anastasia Klein 2. Moffitt Devonta 3. Woods Bailey 4. Brown, Cardae 5. Dobbins Alexis 6. Pecaro, Abigail Team D – L. Carroll, D. Gentry Room 263 </td> </tr> </table>	Team A interviews: Student group (3 – 5 people) 1. Han Vo 2. Haines Rhona 3. Lopez Javier 4. Cooper Tori 5. Powell Maria 6. Hunt Vanessa Team A – V. Harts, K. Collett Room 251	Team B interviews: Student group (3 – 5 people) 1. Mask, Essence 2. Hayes William 3. McCarley Dajon 4. Emmanuel, Adonisi 5. Mulalic Dzenana 6. Brigner Jessica Team B – K. Foster, D. Daigle Room 255	Team C interviews: Student group (3 – 5 people) 1. Spencer Wells 2. McLin Malachi 3. Houston Darion 4. Meredith Alexis 5. Lowe, De Aziah 6. Schroeder, Katie Team C – J. Evans, R. Boss Room Counseling Office	Team D interviews: Student group (3 – 5 people) 1. Anastasia Klein 2. Moffitt Devonta 3. Woods Bailey 4. Brown, Cardae 5. Dobbins Alexis 6. Pecaro, Abigail Team D – L. Carroll, D. Gentry Room 263		
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10:31 – 10:45 a.m.	Break	Room - 201	Diagnostic Review Team Members				
10:45 – 11:30 a.m.	Activities to include: <ul style="list-style-type: none"> School and classroom observations Artifact review 	(Addendum will be added detailing specific classroom assignments for team members)	Diagnostic Review Team Members				
11:30 a.m.-12:15 p.m.	Lunch	(Cafeteria)	Diagnostic Review Team Members				
12:15 – 2:20 p.m.	Activities to include: <ul style="list-style-type: none"> School and classroom observations Artifact review 	(Addendum will be added detailing specific classroom assignments for team members)	Diagnostic Review Team Members				
2:20 – 3:20 p.m.	<table border="0"> <tr> <td>Team A interviews: Teacher group</td> <td>Team B interviews: Teacher group</td> <td>Team C interviews: Teacher group</td> <td>Team D interviews: Leadership team</td> </tr> </table>	Team A interviews: Teacher group	Team B interviews: Teacher group	Team C interviews: Teacher group	Team D interviews: Leadership team		Diagnostic Review Team Members (paired)
Team A interviews: Teacher group	Team B interviews: Teacher group	Team C interviews: Teacher group	Team D interviews: Leadership team				

	(3 – 4 people) 1. Kowalczyk 2. Workman 3. Cox 4. Volz Team A – V. Harts, K. Collett Room 251	(3 – 4 people) 1. Allison 2. Sharfe 3. Drummond 4. Leitner Team B – K. Foster, D. Daigle Room 255	(3 – 4 people) 1. Davis 2. Clements 3. Sermershiem 4. Caple Team C – J. Evans, R. Boss Room Counseling Office	group (3 – 5 people) 1. Justus 2. Wisman 3. Datillo 4. Shartzter 5. Slaughter Team D – L. Carroll, D. Gentry Room 263	
3:20 p.m. – 3:30 p.m.	Team Debrief		Room 201		
3:30	Return to hotel		Doss High School		Diagnostic Review Team Members will carpool
5:00 – 7:30 p.m.	<p>Evening Work Session #3</p> <ul style="list-style-type: none"> Review findings from Tuesday Team deliberations to determine standards and indicators ratings Powerful Practices and Opportunities for Improvement at the standard level (assign team member writing assignments) Improvement Priorities – (assign team members writing assignments) Tabulate Learning Environment ratings <p>Team member discussion:</p> <ul style="list-style-type: none"> Themes that have emerged from an analysis of the standards and indicators, identification of Powerful Practices, Improvement Priorities, as well as a listing of any schools that are falling below OR exceeding expectations and possible causes. <p>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.)Dinner</p>		Bluegrass Salon B		Diagnostic Review Team Members
7:30 – 8:30 p.m.	Dinner		Restaurant TBD		Diagnostic Review Team Members

WEDNESDAY – January 16

Time	Event	Where	Who
6:45 a.m.	Breakfast at hotel (Please eat breakfast before our 6:45 a.m. departure) Depart hotel for Doss High School	Louisville Marriott East	Diagnostic Review Team Members will carpool
7:30 – 8:00 a.m.	Team arrives at school; team debrief	Room 201	Diagnostic Review Team Members
8:00 – 10:00 a.m.	Activities to include: <ul style="list-style-type: none"> School and classroom observations Artifact review Interviews (any that had to be rescheduled) 	Doss High School	Diagnostic Review Team Members

8:30 – 9:15 a.m.	Interview with Asst. Superintendent – Amy Dennis	Room 201	1 team member from D R Team
10:00 – 1:30 p.m. 11:30 – Noon will be working lunch Continue work session 12:45 p.m.	Final Team Work Session Examine <ul style="list-style-type: none"> • Final ratings for standards and indicators • Powerful Practices (indicators rated at 4) • Opportunities for Improvement (indicators rated at 2) • Improvement Priorities (indicators rated at 1 or 2) • Summary overview for each standard • Learning Environment narrative • Next steps 	Room 201	Diagnostic Review Team Members
12:45–1:30 p.m.	Complete KY Leadership Assessment Addendum	Room 201	Diagnostic Review Team Members
1:30 – 2:00 p.m.	Kentucky Department of Education Leadership Determination Session	Room 201	
2:00 – 2:15 p.m.	Exit Report with the principal The Exit Report will be a brief meeting for the Lead Evaluator and team members to express their appreciation for hosting the on-site review to the principal. All substantive information regarding the Diagnostic Review will be delivered to the principal and system leaders in a separate meeting to be scheduled later. <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>	Room 201	Diagnostic Review Team

About AdvancED

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

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

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School Diagnostic Review Summary Report
Doss High School Magnet Career Academy

Jefferson County Public Schools

1/13/2013 – 1/16/2013

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

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

Principal Authority:

With support, the principal does have the ability to lead the intervention and should remain as principal of Doss High School Magnet Career Academy to continue his roles and responsibilities established in KRS 160.345.

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

Commissioner, Kentucky Department of Education

_____ Date: _____

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

Principal, Doss High School Magnet Career Academy

_____ Date: _____

Superintendent, Jefferson County Public Schools

_____ Date: _____