Report of the Diagnostic Review Team for Christian County High School

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Introduction

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. 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 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.

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, institution effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED Standards were developed by a committee comprised of talented 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 define institutional quality and guide continuous improvement. Prior to implementation, an internationally recognized panel of experts in testing and measurement, teacher quality and education research reviewed the standards and provided feedback, guidance and endorsement.

The AdvancED Diagnostic Review Team uses AdvancED Standards, associated Indicators and criteria related to student performance and stakeholder engagement to guide its evaluation. The Standards, Indicators and related criteria are evaluated using Indicator-specific performance levels. The Team rates each Indicator and criterion on a scale of 1 to 4. The final scores assigned to the Indicators and criteria represent the average of the Diagnostic Review Team members' individual ratings.

Use of Diagnostic Tools

A key to examining the institution is the design and use of diagnostic tools that reveal the effectiveness with which an institution creates conditions and implements processes and practices that impact student performance and success. In preparation for the Diagnostic Review, the institution conducted a Self Assessment using the AdvancED Standards and provided evidence to support its conclusions vis a vis organizational effectiveness in ensuring acceptable and improving levels of student performance.

- An indicator-based tool that connects the specific elements of the criteria to evidence gathered by the team;
- a student performance analytic that examines the quality of assessment instruments used by the institution, the integrity of the administration of the assessment to students, the quality of the learning

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results including the impact of instruction on student learning at all levels of performance, and the equity of learning that examines the results of student learning across all demographics;
- a stakeholder engagement instrument that examines the fidelity of administration and results of perception surveys seeking the perspective of students, parents, and teachers;
- a state-of-the-art, learner-centric observation instrument, the Effective Learning Environments Observation Tool (eleot™) that quantifies students' engagement, attitudes and dispositions organized in 7 environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, reach acceptable levels of inter-rater reliability, and certified to use this research-based and validated instrument.

The Diagnostic Review Team's findings and critical observations are shared in this report through the Indicator ratings, identification of Powerful Practices and Improvement Priorities.

Powerful Practices

A key to continuous improvement is the institution's knowledge of its most effective and impactful practices. Such practices, yielding a performance level of 4, serve as critical leverage points necessary to guide, support and ensure continuous improvement. The Diagnostic Review process is committed to identifying conditions, processes and practices that are having the most significant impact on student performance and institutional effectiveness. The Diagnostic Review Team has captured and defined Powerful Practices that it identified as essential to the institution's effort to continue its journey of improvement.

Improvement Priorities

The Diagnostic Review Team reviewed, analyzed and deliberated over significant bodies of evidence provided by the institution and gathered by the team during the process. For those instances in which this analysis yielded a Level 1 Indicator rating, an Improvement Priority has been identified by the team to guide improvement efforts. Improvement Priorities are supported by extensive explanation and rationale to give school leaders and stakeholders a clear understanding of the conditions, practices, policies, etc., revealed through the Diagnostic Review process. Improvement Priorities are intended to be incorporated into the institution's improvement plan.

The Review

Christian County High School hosted a Diagnostic Review March 8-11, 2015. This onsite review involved a seven member Diagnostic Review Team who provided their knowledge, skills, and expertise to carry out the Diagnostic Review process and develop this written report of their findings.

The Diagnostic Review Team expresses its appreciation to the staff and stakeholders of Christian County High School for their support and assistance throughout the review.

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Prior to the start of the Diagnostic Review, the team engaged in conference calls and various communications through emails to complete the initial intensive study, review, and analysis of various documents provided by the school. The Lead Evaluator and Associate Lead Evaluator conducted conference calls with key leaders of the school. School leaders planned and conducted an Internal Review. Evidence and documentation from the Internal Review were utilized to support the school's Self-Assessment and other diagnostic reports.

A total of 111 stakeholders were interviewed and 67 classrooms were observed during the Diagnostic Review. Throughout the Diagnostic Review the school leaders, faculty, and staff were candid in discussing continuous improvement efforts at Christian County High School.

The Diagnostic Review Team expresses its appreciation to the staff and stakeholders of Christian County High School for their commitment to improving student performance and the conditions that support learning and for their supportive and helpful attitude during all phases of the Diagnostic Review process. The Diagnostic Review Team wishes to commend the school for:

Meeting all minimum response rates on stakeholder surveys,

Managing the Diagnostic Review process in the absence of the principal who resigned in January, and

Graciously agreeing to reschedule the Diagnostic Review in March due to inclement weather in February.

Stakeholders were interviewed by members of the Diagnostic Review Team to gain their perspectives on topics relevant to the institution's effectiveness and student performance. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the Diagnostic Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Interviewed	Number
Administrators	5
Instructional Staff	37
Support Staff	9
Students	53
Parents/Community/Business Leaders	7
Total	**111**

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

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Results

Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results, instructional quality, learner and family engagement, support services for student learning, curriculum quality and efficacy, and college and career readiness data. These are all key indicators of an institution's impact on teaching and learning.

A high-quality and effective educational 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 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 that include strong communication skills, knowledge of content, and knowledge of how to teach the content. The institution'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, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 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, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis, and Printy (2002), staff members who engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective institutions "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 that a successful institution implements a curriculum based on clear and measurable expectations for student learning. The curriculum 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.

Institutions with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and 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, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six

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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 institutional 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).

Through ongoing evaluation of educational institutions, AdvancED has found 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.

Standard 3 - Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Indicator	Description	Review Team Score
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.	2.00
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.	2.00
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2.00
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2.00
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	2.43
3.6	Teachers implement the school's instructional process in support of student learning.	1.71
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	2.00
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	1.43
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.	1.00

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Indicator	Description	Review Team Score
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.	1.14
3.11	All staff members participate in a continuous program of professional learning.	2.00
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	1.43

Standard 5 - Using Results for Continuous Improvement

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.

Indicator	Description	Review Team Score
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	2.00
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.	1.71
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	2.00
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	1.43
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.	2.00

Student Performance Diagnostic

The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score
Assessment Quality	3.00
Test Administration	3.00
Equity of Learning	2.00
Quality of Learning	2.00

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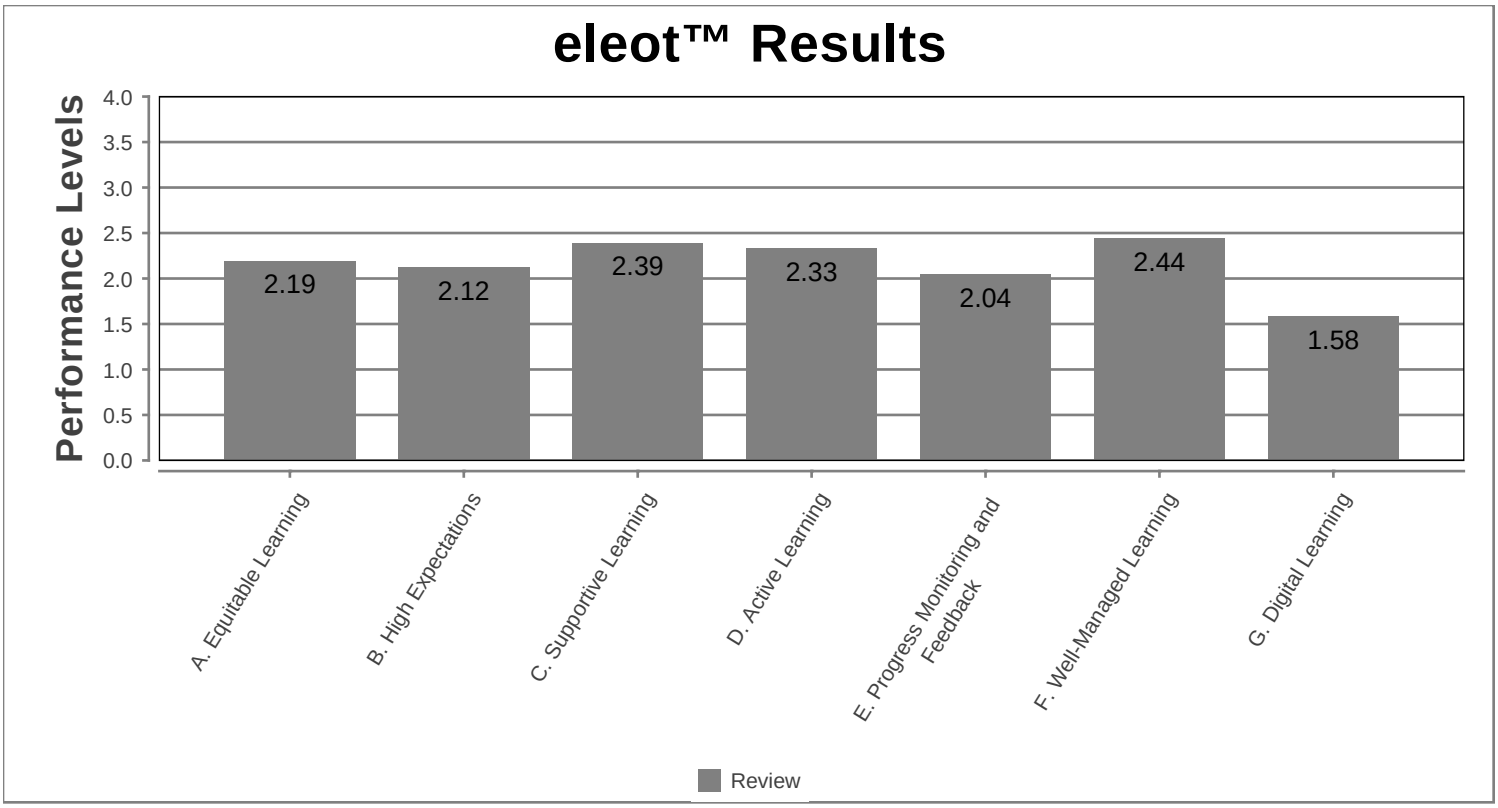
Effective Learning Environments Observation Tool (eleot™)

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. Every member of the Diagnostic Review Team is required to be trained and pass a certification exam that establishes inter-rater reliability. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale (4=very evident; 3=evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot™.



All members of the Diagnostic Review Team expressed concern that the eleot data collected at the school on March 10 and 11 may not have been accurately reflected in the school's learning environments. A more complete explanation of the team's concerns is discussed in the conclusion of the Diagnostic Report.

Classroom observation results ranged from a rating of 2.44 on a 4 point scale for the Well-Managed Learning Environment to a rating of 1.58 on a 4 point scale for the Digital Learning Environment. The indicators "speaks

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and interacts respectfully with teacher(s) and peers" (rated 2.72) and "follows classroom rules and works well with others" (rated 2.70) received the highest ratings. Both of these indicators are in the Well-Managed Learning Environment. The lowest rated items occurred in the Digital Learning Environment. "Uses digital tools/technology to communicate and work collaboratively for learning" was rated 1.39 on a 4 point scale, and "uses digital tools/technology to conduct research, solve problems, and/or create original works for learning" was rated 1.51 on a 4 point scale.

Equitable Learning Environment

The Equitable Learning Environment was rated 2.19 on a 4 point scale. The indicators "has equal access to classroom discussions, activities, resources, technology, and support" and "knows that rules and consequences are fair, clear, and consistently applied" both received a rating of 2.60 on a 4.0 scale. It was evident/very evident in 27 percent of the classrooms that students had differentiated learning experiences to meet their individual needs. The indicator "has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences" was the lowest rated item in this environment with a rating of 1.66 on a 4 point scale. Differentiated instruction is an area that the school could leverage to meet the academic needs of students.

High Expectations Learning Environment

The overall rating for the High Expectations Environment was 2.12 on a 4.0 scale. The indicator "knows and strives to meet the high expectations established by the teacher" received a rating of 2.58 on a 4 point scale, and the indicator "is tasked with activities and learning that are challenging but attainable" received a rating of 2.34 on a 4 point scale. Items that received a lower rating were "is engaged in rigorous coursework, discussions, and/or tasks" (rated 2.06) and "is asked and responds to questions that require higher order thinking" (rated 2.00). Observations of students being provided exemplars of high quality work were evident/very evident in only 13 percent of the classrooms. These results indicate the need to increase rigorous coursework, to engage students in learning that is more appropriately challenging based on their needs, and provide students with examples of high quality work in order to raise expectations and ensure understanding of learning expectations.

Supportive Learning Environment

The Supportive Learning Environment received a rating of 2.39 on a 4 point scale. It was evident/very evident in 52 percent of the classrooms that students demonstrated that learning experiences were positive, exhibited a positive attitude about learning, and were provided support and assistance to understand content and accomplished assigned tasks. It was evident/very evident in 43 percent of the classrooms that students took risks without fear of negative feedback. However, it evident/very evident in only 22 percent of the classrooms that students were provided with additional/alternative instruction and feedback at the appropriate level of

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challenge for their needs, further suggesting the need for differentiated, individualized learning approaches.

Active Learning Environment

The Active Learning Environment was rated 2.33 on a 4 point scale overall. The indicator "is actively engaged in the learning activities" was scored 2.61 on a 4 point scale, which was the highest rating for this environment. It was evident/very evident that students made connections from content to real-life experiences in 40 percent of classrooms. It was evident/very evident that students had several opportunities to engage in discussions with teachers and classmates in 37 percent of classrooms. An environment in which students are actively involved in learning and engaged with teachers and peers promotes student success.

Progress Monitoring and Feedback Learning Environment

The Progress Monitoring and Feedback Environment received an overall rating of 2.04 on a 4 point scale. The indicator "demonstrates or verbalizes understanding of the lesson/content" was rated 2.40 on a 4 point scale. The indicator "is asked and/or quizzed about individual progress/learning" was rated 2.15 on a 4 point scale. The indicator "responds to teacher feedback to improve understanding" was rated 2.09 on a 4 point scale. It was evident/very evident that students had opportunities to revise or improve their work based on feedback in 21 percent of classrooms. It was evident/very evident that students understood how their work was assessed in only 19 percent of classrooms. Ensuring that students understand how their work is assessed and that they are receiving feedback from the teacher to improve their work are both potential leverage points for improvement.

Well-Managed Learning Environment

The Well-Managed Learning Environment received a rating of 2.44 on a 4 point scale, which was the highest rating of the seven learning environments. Items within this environment that received the some of the highest ratings among all of the learning environments were "speaks and interacts respectfully with teacher(s) and peers" (rated 2.72) and "follows classroom rules and works well with others" (rated 2.70). However, it was evident/very evident in only 28 percent of the classrooms that students had opportunities to collaborate with their peers. Strategies for improvement in this environment would be to increase student-centered learning activities and the encouragement of student collaboration.

Digital Learning Environment

The Digital Learning Environment received an overall rating of 1.58 on a 4 point scale. It was evident/very evident that students were using digital tools to gather, evaluate, or use information for learning in only 31 percent of classrooms. It was evident/very evident that students used technology to conduct research, solve

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problems, or create original work in just 18 percent of classrooms. The indicator that received the lowest rating in this environment was "uses digital tools/technology to communicate and work collaboratively for learning," which was rated 1.39 on a 4 point scale and evident/very evident in only 15 percent of the classrooms. The extent to which the school is effectively using technology to authentically engage students in their learning or to provide differentiated or individualized learning experiences is very limited and represents an important leverage point for further improvement.

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eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.90	Has differentiated learning opportunities and activities that meet her/his needs	7.46%	19.40%	28.36%	44.78%
2.	2.60	Has equal access to classroom discussions, activities, resources, technology, and support	7.46%	56.72%	23.88%	11.94%
3.	2.60	Knows that rules and consequences are fair, clear, and consistently applied	8.96%	46.27%	40.30%	4.48%
4.	1.66	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	4.48%	17.91%	16.42%	61.19%
Overall rating on a 4 point scale: 2.19						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.58	Knows and strives to meet the high expectations established by the teacher	8.96%	47.76%	35.82%	7.46%
2.	2.34	Is tasked with activities and learning that are challenging but attainable	4.48%	38.81%	43.28%	13.43%
3.	1.60	Is provided exemplars of high quality work	4.48%	8.96%	28.36%	58.21%
4.	2.06	Is engaged in rigorous coursework, discussions, and/or tasks	1.49%	20.90%	59.70%	17.91%
5.	2.00	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	4.48%	19.40%	47.76%	28.36%
Overall rating on a 4 point scale: 2.12						

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C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.54	Demonstrates or expresses that learning experiences are positive	4.48%	47.76%	44.78%	2.99%
2.	2.54	Demonstrates positive attitude about the classroom and learning	4.48%	47.76%	44.78%	2.99%
3.	2.39	Takes risks in learning (without fear of negative feedback)	4.48%	38.81%	47.76%	8.96%
4.	2.57	Is provided support and assistance to understand content and accomplish tasks	5.97%	47.76%	43.28%	2.99%
5.	1.91	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	2.99%	19.40%	43.28%	34.33%
Overall rating on a 4 point scale: 2.39						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.25	Has several opportunities to engage in discussions with teacher and other students	8.96%	28.36%	41.79%	20.90%
2.	2.12	Makes connections from content to real-life experiences	7.46%	32.84%	23.88%	35.82%
3.	2.61	Is actively engaged in the learning activities	11.94%	43.28%	38.81%	5.97%
Overall rating on a 4 point scale: 2.33						

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E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.15	Is asked and/or quizzed about individual progress/learning	4.48%	26.87%	47.76%	20.90%
2.	2.09	Responds to teacher feedback to improve understanding	1.49%	25.37%	53.73%	19.40%
3.	2.40	Demonstrates or verbalizes understanding of the lesson/content	4.48%	40.30%	46.27%	8.96%
4.	1.82	Understands how her/his work is assessed	1.49%	17.91%	41.79%	38.81%
5.	1.73	Has opportunities to revise/improve work based on feedback	1.49%	19.40%	29.85%	49.25%
Overall rating on a 4 point scale: 2.04						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.72	Speaks and interacts respectfully with teacher(s) and peers	13.43%	46.27%	38.81%	1.49%
2.	2.70	Follows classroom rules and works well with others	13.43%	44.78%	40.30%	1.49%
3.	2.43	Transitions smoothly and efficiently to activities	7.46%	43.28%	34.33%	14.93%
4.	1.72	Collaborates with other students during student-centered activities	2.99%	25.37%	11.94%	59.70%
5.	2.63	Knows classroom routines, behavioral expectations and consequences	11.94%	44.78%	37.31%	5.97%
Overall rating on a 4 point scale: 2.44						

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G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.84	Uses digital tools/technology to gather, evaluate, and/or use information for learning	10.45%	20.90%	10.45%	58.21%
2.	1.51	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	5.97%	11.94%	8.96%	73.13%
3.	1.39	Uses digital tools/technology to communicate and work collaboratively for learning	1.49%	13.43%	7.46%	77.61%
Overall rating on a 4 point scale: 1.58						

Findings

Improvement Priority

Create a formal structure that will ensure each student is well known by at least one adult advocate who supports that student's educational experience. Further ensure the structure allows school employees to gain significant insight into student needs regarding the effectiveness of educational programs and services to develop the learning, thinking, and life skills for all students.
(Indicators 3.9)

Evidence and Rationale
Stakeholder Survey Data:

Survey data from all three stakeholder groups suggests little agreement that the school has established a framework to ensure that all students have an adult advocate who supports their educational experience.

1. Seventy-seven percent of staff agree/strongly agree with the statement, "In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience."

2. Sixty-seven percent of parents agree/strongly agree with the statement, "My child has at least one adult advocate in the school."

3. Forty-six percent of students agree/strongly agree with the statement, "My school makes sure there is at least one adult who knows me well and shows interest in my education and future."

Stakeholder Interviews:

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1. Stakeholder interviews revealed that no formal structure for identifying an adult advocate for each student exists.

2. Many parents were confused about the role of the guidance counselors as related to student advocacy.

3. Interviews revealed that some students had participated in the Student Voice Group and "Me My Mentor" group, both of which represent efforts on the part of teachers and school leaders to provide adult advocates for some students.

Documents and Artifacts:

1. A review of documents and artifacts revealed that students generally do not have a formal program linking them to an advocate.

2. Evidence indicates that less than five percent of students have access to an advocate through the teacher-initiated program “Me My Mentor” or other structured, voluntary school programs.

Improvement Priority

Develop and consistently implement practices that will foster “results driven” improvement planning. Ensure that these practices:

1) Document the systematic collection, analysis and use of assessment data (state, interim, and common assessments) including the ways the data and information are being used to guide improvement planning initiatives. One approach would be to more fully embrace the full implementation of the Quarterly Report framework currently being used by the KDE Educational Recovery staff.

2.) Document the development and regular implementation (e.g., once each semester) of a process for determining verifiable improvement in student learning and next level preparedness, such as a comparison of student academic grades and standardized test results, analysis of student growth as evidenced in a review of EXPLORE, PLAN and ACT assessments, analysis of student growth over multiple years in literacy and numeracy based on standardized measure such as Discovery Ed assessments, analysis of academic grades, and Advanced Placement assessments. (This Improvement Priority is also connected to Indicator 5.4). (Indicators 5.2)

Evidence and Rationale

Student Performance Data:

As detailed in the addendum to this report, student performance data does not suggest that the school’s processes and practices for improvement planning are consistently effective in increasing student achievement, particularly in the core academic program. While the school has been highly successful in improving career readiness, minimal improvement has been made in math, English, science, and social

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studies.

Student performance does not compare favorably with state averages in almost any academic area. For example, the school's composite ACT score declined from 16.5 in 2012-13 to 15.8 in 2013-14, and the school did not meet its performance gap delivery targets in any academic area.

Stakeholder Survey Data:

Survey data suggests that the staff is highly satisfied with existing improvement planning processes. Ninety-two percent of staff indicated that they agree/strongly agree with the statement, "Our school has a continuous improvement process based on data, goals, actions and measures of growth." Eighty-three percent of staff indicated that they agree/strongly agree that the school "has a systematic process for collecting, analyzing, and using data." Eighty-four percent of staff indicated they agree/strongly agree with the statement, "Our school uses data to monitor student readiness and success at the next level." However, interviews as well as a review of documents and artifacts did not confirm the existence of a systematic process that documents the consistent use of data and continuous improvement planning or processes to monitor student next level preparedness. Interviews and documentation consistently indicated that improvement planning is focused almost entirely on completion of the Comprehensive School Improvement Plan.

Parents hold less favorable perceptions regarding the school's improvement planning processes. Only 65 percent of parents indicated that they agree/strongly agree with the statement, "Our school has established goals and a plan for improving student learning."

Stakeholder Interviews:

Staff and administrator interviews indicated that Professional Learning Community (PLC) processes for collecting and analyzing data have recently begun. However, stakeholders were unable to provide evidence or specific examples of changes that had been made to the curriculum, instruction, or assessment practices based on the use of this data. Teachers were not able to link their involvement in PLCs to specific improvement in student achievement, which may be attributed to the fact that the PLC framework has only recently been implemented.

Stakeholder interviews indicate that data is disaggregated by administrators, instructional coaches, and the Educational Recovery (ER) team and provided to teachers during meetings. Quarterly Reports, which are prepared in collaboration with the ER staff, include some updated information on student performance and progress towards accomplishment of some improvement goals. The extent to which Quarterly Reports are used and understood by teachers and administrators to guide their improvement planning efforts is not apparent.

Documents and Artifacts:

The school provided an improvement planning document that includes goals and strategies for improvement in

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the core academic program.
Evidence does not indicate the existence of a process to determine verifiable improvement in student learning and next level preparedness. Some interviewees expressed concern that student grades and standardized tests scores (i.e., ACT or Advanced Placement tests) do not align.

Improvement Priority

Develop, implement, and monitor a school wide “instructional process” that ensures all students are 1) clearly informed of learning expectations, 2) provided exemplars of high quality work, and 3) given multiple opportunities to demonstrate their understanding of content through formative assessments. Further ensure that the implementation of the instructional process also results in teachers consistently using assessment data, (including formative assessment data) to inform modifications to instruction, including the use of differentiated/individualized instruction, and that student are provided specific and timely feedback about their learning. (This Improvement Priority is also related to Indicator 3.12)
(Indicators 3.6)

Evidence and Rationale
Stakeholder Survey Data:

Survey data does not suggest that the school is implementing an instructional process that ensures students understand learning expectations, utilizes formative assessment practices to guide modifications to instructional practices, or consistently and effectively provides feedback to students about their learning.

Fifty-seven percent of students agree/strongly agree with the statement, “All of my teachers provide me with information about my learning and grades.”

Only 34 percent of students agree/strongly agree with the statement, “All the teachers change their teaching to meet my learning needs.”

Fifty-seven percent of staff agree/strongly agree with the statement, “All teachers in our school provide students with specific and timely feedback about their learning.”

Sixty-eight percent of staff agree/strongly agree with the statement, “All teachers in our school use multiple types of assessment to modify instruction and revise the curriculum.”

Sixty-two percent of parents agree/strongly agree with the statement, “My child is given multiple assessments to measure his/her understanding of what was taught.”

Classroom Observation Data:

As detailed earlier in this report, classroom observation data does not point to the existence of a coherent instructional process that ensures students understand expectations and that relies on formative assessment data to guide adjustments and modifications to instruction.

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Instances in which students were tasked with activities and learning that were challenging but attainable were evident/very evident in 43 percent of classrooms.

It was evident/very evident in just 14 percent of classrooms that students were provided exemplars of high quality work.

Instances of students being provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were evident/very evident in only 22 percent of classrooms. It was evident/very evident in just 31 percent of the classrooms that student were asked and/or quizzed about individual progress/learning.

Differentiated learning opportunities and activities that met students' needs were evident/very evident in only 26 percent of classrooms.

Stakeholder Interviews:

Stakeholder interviews indicated that few teachers are aware of or use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. Interviews also revealed that a variety of measures are not used to inform ongoing modification to curriculum, instruction, and assessment practices.

Individualized/personalized strategies to address unique learning needs are inconsistent or seldom provided.

Interviews with staff members indicated that they are unsure about the school's instructional process or how learning expectations and standards of performance are determined.

Improvement Priority

Establish a formal process that involves district leaders and the Board of Education in examining the effectiveness of grading policies and practices. Use results to develop revised policies that ensure grades are based on the attainment of content knowledge and skills and that grading practices are consistently implemented across grade levels and similar courses to ensure equitable treatment and high expectations for all students. Develop strategies to monitor the effectiveness of grading policies and procedures and communicate grading process to all stakeholders.
(Indicators 3.10)

Evidence and Rationale

Stakeholder Survey Results:

Stakeholder survey data suggests the need for greater clarity with regard to grading and reporting among both staff and students.

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Seventy-three percent of staff agree/strongly agree with the statement, “All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.”

Fifty-eight percent of students agree/strongly agree with the statement, “All of my teachers fairly grade and evaluate my work.”

Stakeholder Interviews:

Students shared that each teacher handles grades and expectations differently. Some teachers assess students’ understanding of content in multiple ways while others do not. Some teachers allow students to improve their grade on assignments, but other teachers do not.

Some staff members indicated that a common grading scale exists. However, they were unable to articulate their understanding of common grading practices.

Some staff members shared that they use multiple types of assessments, while others indicated that they relied more heavily on quizzes and tests from the textbook.

Students shared that only a few teachers allow them to continue to work on an assignment until they reached 100% mastery.

Interviews with instructional coaches, teachers, and principals indicated a lack of a common grading policy across all content or grade levels.

Documents and Artifacts:

A review of documents revealed that the district grading policy is a statement of percentage breakdowns for letter grades and does not address specific grading practices.

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Leadership Capacity

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its institutional purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to enact strategies to improve results of student learning.

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 evaluation of best practices in more than 32,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the institutions' vision and supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

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 educational institution leadership research, Leithwood and 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 their 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 communities to attain continuous 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 institutional 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's experience, gained through evaluation of best practices, has indicated 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.

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Standard 1 - Purpose and Direction

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.

Indicator	Description	Review Team Score
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	2.00
1.2	The school's 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.	2.00
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.00

Standard 2 - Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Indicator	Description	Review Team Score
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	2.00
2.2	The governing body operates responsibly and functions effectively.	2.00
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.	2.00
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	2.00
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2.00
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	2.00

Stakeholder Feedback Diagnostic

Stakeholder Feedback is the third of three primary areas of evaluation in AdvancED's Performance Accreditation model. The AdvancED surveys (student, parent, and teacher) are directly correlated to the AdvancED Standards and indicators. They provide not only direct information about stakeholder satisfaction but also become a source of data for triangulation by the External Review Team as it evaluates indicators.

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Institutions are asked to collect and analyze stakeholder feedback data, then submit the data and the analyses to the External Review Team for review. The External Review Team evaluates the quality of the administration of the surveys by institution, survey results, and the degree to which the institution analyzed and acted on the results.

Evaluative Criteria	Review Team Score
Questionnaire Administration	2.00
Stakeholder Feedback Results and Analysis	3.00

Findings

Improvement Priority

Develop and consistently implement practices that will foster “results driven” improvement planning. Ensure that these practices:

1) Document the systematic collection, analysis and use of assessment data (state, interim, and common assessments) including the ways the data and information are being used to guide improvement planning initiatives. One approach would be to more fully embrace the full implementation of the Quarterly Report framework currently being used by the KDE Educational Recovery staff.

2.) Document the development and regular implementation (e.g., once each semester) of a process for determining verifiable improvement in student learning and next level preparedness, such as a comparison of student academic grades and standardized test results, analysis of student growth as evidenced in a review of EXPLORE, PLAN and ACT assessments, analysis of student growth over multiple years in literacy and numeracy based on standardized measure such as Discovery Ed assessments, analysis of academic grades, and Advanced Placement assessments. (This Improvement Priority is also connected to Indicator 5.4). (Indicators 5.2)

Evidence and Rationale

Student Performance Data:

As detailed in the addendum to this report, student performance data does not suggest that the school’s processes and practices for improvement planning are consistently effective in increasing student achievement, particularly in the core academic program. While the school has been highly successful in improving career readiness, minimal improvement has been made in math, English, science, and social studies.

Student performance does not compare favorably with state averages in almost any academic area. For example, the school’s composite ACT score declined from 16.5 in 2012-13 to 15.8 in 2013-14, and the school

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did not meet its performance gap delivery targets in any academic area.

Stakeholder Survey Data:

Survey data suggests that the staff is highly satisfied with existing improvement planning processes. Ninety-two percent of staff indicated that they agree/strongly agree with the statement, “Our school has a continuous improvement process based on data, goals, actions and measures of growth.” Eighty-three percent of staff indicated that they agree/strongly agree that the school “has a systematic process for collecting, analyzing, and using data.” Eighty-four percent of staff indicated they agree/strongly agree with the statement, “Our school uses data to monitor student readiness and success at the next level.” However, interviews as well as a review of documents and artifacts did not confirm the existence of a systematic process that documents the consistent use of data and continuous improvement planning or processes to monitor student next level preparedness. Interviews and documentation consistently indicated that improvement planning is focused almost entirely on completion of the Comprehensive School Improvement Plan.

Parents hold less favorable perceptions regarding the school’s improvement planning processes. Only 65 percent of parents indicated that they agree/strongly agree with the statement, “Our school has established goals and a plan for improving student learning.”

Stakeholder Interviews:

Staff and administrator interviews indicated that Professional Learning Community (PLC) processes for collecting and analyzing data have recently begun. However, stakeholders were unable to provide evidence or specific examples of changes that had been made to the curriculum, instruction, or assessment practices based on the use of this data. Teachers were not able to link their involvement in PLCs to specific improvement in student achievement, which may be attributed to the fact that the PLC framework has only recently been implemented.

Stakeholder interviews indicate that data is disaggregated by administrators, instructional coaches, and the Educational Recovery (ER) team and provided to teachers during meetings. Quarterly Reports, which are prepared in collaboration with the ER staff, include some updated information on student performance and progress towards accomplishment of some improvement goals. The extent to which Quarterly Reports are used and understood by teachers and administrators to guide their improvement planning efforts is not apparent.

Documents and Artifacts:

The school provided an improvement planning document that includes goals and strategies for improvement in the core academic program.
Evidence does not indicate the existence of a process to determine verifiable improvement in student learning and next level preparedness. Some interviewees expressed concern that student grades and standardized tests scores (i.e., ACT or Advanced Placement tests) do not align.

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Improvement Priority

Engage all stakeholder groups (teachers, parents, students) in a comprehensive process to review, revise and communicate a school statement of purpose that commits to high expectations for student achievement and success.
(Indicators 1.1)

Evidence and Rationale

Student Performance Data:

As detailed in the attachments of this report, student performance data reveals inconsistent improvement in student achievement. This data does not suggest that school leadership has been effective in uniting all stakeholders in a common purpose and direction focused on significant improvement in student achievement, the systematic use of highly effective instructional strategies that will ensure student success, consistent use of data to inform decision-making at the school, department, and classroom levels, etc.

Data suggests that while improvements have been made in Algebra II, the school continues to score below state averages in English II, Biology, and U.S. History.

Data also indicates that the school falls below state averages in the percentage of students meeting ACT benchmarks in English, math, and reading.

Based on state assessments for the 2013-14 school year, the school was not successful in meeting any of its Proficiency and Gap Delivery Targets.

Stakeholder Survey Data:

Sixty-three percent of students agree/strongly agree with the statement, “In my school, the purpose and expectations are clearly explained to me and my family.”

Almost 72 percent of parents agree/strongly agree that the “school’s purpose statement is clearly focused on student success,” but only 58 percent of parents agree/strongly agree that “the school’s purpose statement is formally reviewed and revised with involvement from parents.”

Stakeholder Interviews:

Interviews with building administrators revealed that a new purpose statement, “Empowering Adults to Develop Students,” was created this school year during a summer Leadership Retreat.

The Diagnostic Review Team found limited staff participation in the most recent revision of the school’s purpose statement. Some teachers indicated this new purpose statement was given to them in a staff meeting and others indicated it was posted in classrooms over the summer.

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During interviews, several parents quoted the school's purpose statement as "Together We Are Better," suggesting that some parents were unaware that the school had developed a new purpose statement.

Documents and Artifacts:

A review of Advisory Council minutes from December 2013 indicates that the council was to begin consideration of ideas for creating a school mission/vision statement during upcoming meetings. However, the next mention of the mission/vision statement was not until July 2014 when the new mission/vision appeared on the agenda for the Leadership Retreat.

A review of documents and artifacts indicates that the school lacks a process to develop, communicate, effectively implement, or monitor the school's purpose statement. In addition, document reviews also revealed a lack of involvement by a variety of stakeholders in the development of the school mission/vision statement.

Improvement Priority

Engage in an inclusive and collaborative process to develop a formal statement which defines school-wide shared values and beliefs about teaching and learning that commit to the creation of a culture that supports challenging and equitable educational programs and learning experiences for all students. Ensure that the commitments reflected in this document guide the development of the school's formal statement of purpose and direction as well as all school improvement planning initiatives.
(Indicators 1.2)

Evidence and Rationale

Student Performance:

As detailed in the addendum to this report, student performance data does not suggest that school leaders have been effective in building stakeholder commitment to and ownership of challenging and equitable learning experiences for students in all classrooms. Performance data reveals little improvement in any academic area except Algebra II End-of-Course assessment scores, which have shown remarkable improvement and significantly surpassed the 2013-14 state average. Of particular concern is that the school was not successful in meeting any of its Gap Delivery Targets for 2012-14, suggesting that a significant portion of the student population is not being exposed to learning environments and experiences that meet their educational needs and help ensure college and career preparedness.

Classroom Observations:

As detailed earlier in this report, classroom observation data does not suggest that the school has been effective in ensuring that all students are exposed to learning environments that are engaging, rigorous, appropriately challenging, and that provide differentiated learning opportunities to students based on their learning needs. Nearly all instruction was delivered through whole group, teacher-centered instruction that did not allow for differentiation, individualization, student collaboration, use of digital learning, etc., all of which

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more authentically engage students and address a broader range of learning styles and needs. For example, instances in which students experienced differentiated learning opportunities and activities that met their needs were evident/very evident in 26 percent of classrooms.

Stakeholder Survey Data:

Staff, parent, and student perceptions do not suggest that the school has been effective in establishing policies, practices, conditions, or a school culture that supports the existence of challenging and equitable programs and learning experiences for all students.

1. Seventy-two percent of staff agree/strongly agree with the statement, “All teachers in our school monitor and adjust curriculum, instruction and assessment based on data from student assessments and examination of professional practice.”

2. Sixty-eight percent of staff agree/strongly agree with the statement, “All teachers in our school use multiple types of assessment to modify instruction and to revise the curriculum.”

3. Only 59 percent of students agree/strongly agree with the statement, “My school provides me with challenging curriculum and learning experiences.”

4. Fifty-seven percent of students agree/strongly agree with the statement, “All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.”

5. Sixty-two percent of parents agree/strongly agree with the statement, “All of my child’s teachers provide an equitable curriculum that meets his/her learning needs.”

School leaders are encouraged to examine alignment between survey results, data from classroom observation, and student performance.

Stakeholder Interviews:

Interviews do not suggest that school stakeholders are united by shared values and beliefs about teaching and learning that include a commitment to providing all students with equitable and challenging learning experiences. Interviews reveal that the school’s formal statement of vision/mission, “Empowering Adults to Develop Students,” was created during the current school year without input from representatives from all stakeholder groups. Interviews also indicate that the statement is interpreted differently by stakeholders, and clearly does not commit to high expectations for learning. The Self-Assessment document referenced several Guiding Principles expressed as “we believe” statements (i.e., “We believe that effective schools have a healthy student-teacher partnership),but interviewees were not able to discuss or explain the origins or content of this document.

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Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students served. Institutions must ensure that resources are aligned with the stated mission and are distributed equitably so that the needs of students are adequately and effectively addressed. The utilization of resources includes an examination of the allocation and use of resources, the equity of resource distribution to need, the ability of the institution to ensure appropriate levels of funding and sustainability of resources, as well as evidence of long-range capital and resource planning effectiveness.

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, D., Rudo, Z., Schneider, C., & Smith-Hansen, L., 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 the more than 32,000 institutions in the AdvancED Network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members 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 members to improve their effectiveness and ensures compliance with applicable governmental regulations.

Standard 4 - Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Indicator	Description	Review Team Score
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.	2.86
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	2.00
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	2.00
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	1.86
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	1.86
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	2.00

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Indicator	Description	Review Team Score
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	2.00

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Conclusion

Stakeholder interviews indicate that the teachers and staff genuinely care about their students and are concerned about the school's climate for learning as well as student performance. Interviews also suggest that the Leadership Team and most teachers strive to build positive, personal relationships with students and parents.

Stakeholder interviews and surveys indicate that there is a clear distinction between the roles and responsibilities of the governing body and school administration.

Isolated examples of effectiveness or "pockets of excellence" in teaching and classroom management were observed.

Evidence suggests that teachers have begun to work collaboratively to review data, make informed instructional decisions, and plan improvement efforts.

There is also evidence indicating that administrators have created an instructional monitoring process (e.g., walkthroughs, lesson plan reviews). However, the degree to which this process is being regularly or consistently implemented is not clear.

Meeting agendas and minutes, survey data, interviews, and observations indicate that a Professional Learning Community framework has recently been established at the school. Teachers regularly participate in collaborative planning or a PLC process which is intended to improve instruction and teacher effectiveness.

Artifacts and interviews reveal that the school has begun implementing a new teacher induction program called "You've Got Skills." This program is designed to support teachers new to the school during their first year.

Interviews revealed that parents have opportunities to participate in after school meetings, celebrations, and other activities. While the school has made efforts to engage families in their children's education and keep them informed of their children's learning progress, interviews showed that parent meetings continue to be attended by a few consistently active parents. Furthermore, parent meetings tend to focus on the dissemination of information versus giving parents the opportunity to engage in decision-making related to the purpose and mission of the school.

Many educational programs are well supported by resources designed to positively impact student achievement (e.g., iPads, laptop carts, Discovery Ed, Read 180, System 44, ALEKS), as well as data analysis resources such as GradeCam.

School interviews, stakeholder surveys, and artifact reviews demonstrate that the school has taken initial steps to address findings from a school Safety Assessment conducted in October, 2014 by the Kentucky Center for School Safety.

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Special Note Regarding Classroom Observations:

All team members expressed concern regarding the possibility of classroom observation data being skewed based on remarks from teachers and students that occurred throughout the day on March 10. These comments from students as well as teachers suggest that teachers may have been coached or instructed on specific teaching strategies to use during the eleot observations, implying that what the observers saw was not a typical day at Christian County High School. For example:

1. A teacher stated at the beginning of class that the planned lesson would not be taught that day because the teacher had been "instructed by the administration to teach a different lesson since the state Department of Education was visiting the school today."

2. A teacher stopped instruction to help a specific student in the class, turned to the Diagnostic Review observer in the room and stated, "That's progress monitoring. Be sure to write that down."

3. A teacher who was showing a video to the entire class stopped the video, stomped their foot to get everyone's attention, and then instructed students to take out their cell phones and Google the name of an individual whose name was mentioned in the video. At that point the teacher stated to the observer, "Students in this class are using technology. Make sure you include that in your report." The teacher repeated the same procedure later in the observation.

4. In another class, students were instructed to participate in an activity using "Kahoots," which is a game-based classroom response system. As students were preparing to use Kahoots, an observer asked one student if using Kahoots was something that occurred regularly in the class. The student responded that he had never used Kahoots before until that day, and that the student had used it twice since the start of the day.

Although Christian County High School leadership and staff report improvements in the school culture over the last three years, evidence suggests that minimum improvements have occurred since the last Diagnostic Review conducted two years ago.

The school's vision/mission statement, "Empowering Adults to Develop Students," was not known by all stakeholder groups and was interpreted differently by the various groups interviewed. Interviews did not reveal that stakeholder groups were aware or understood the school's stated values and beliefs related to teaching and learning. Stakeholder interviews and artifact review also indicated that the school's purpose statement does not reflect high expectations for student achievement and does not express a clear commitment to high expectations for all students. The existence of a statement of purpose and direction that serves to unite the faculty and school community in improving student success and school effectiveness is not apparent.

Artifact review and interviews suggest the school's Advisory Council does not meet regularly and is not engaged in helping shape decisions on policy, practice, and improvement planning. No evidence was provided to indicate the existence of a transparent process to evaluate the effectiveness of improvement planning

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initiatives, such as through the Advisory Council. The extent to which the improvement planning process has been implemented through an inclusive and collaborative process is not apparent.

While Christian County High School has been identified as a "full implementation" school for the Professional Growth and Effectiveness System (PGES), there is limited evidence that PGES is implemented with fidelity, as well as limited evidence that PGES is resulting in improved student achievement. Supervision, evaluation, and monitoring processes appear to be implemented for compliance purposes. There is limited evidence to suggest that the school's monitoring, supervision, and evaluation processes have favorably impacted student performance or instructional effectiveness.

While the school collects student achievement data from a variety of sources, limited evidence was provided to indicate that data is organized, communicated, analyzed, and used to drive improvement (i.e., modify curriculum, instruction and assessment practices, improvement planning initiatives, school policies, etc.).

Classroom observations, stakeholder interviews, stakeholder surveys, and a review of documentation do not indicate that the school has established effective, results-driven continuous improvement planning processes. While time has been allocated for planning and engaging in continuous improvement efforts, the school lacks systems by which to evaluate and document the effectiveness and impact of its continuous improvement efforts.

The following Improvement Priorities are based on the Diagnostic Review Team's analysis and designed to focus Christian County High School stakeholders on increasing student success and achievement.

Improvement Priorities

The institution should use the findings from this review to guide the continuous improvement process. The institution must address the Improvement Priorities listed below:

- Create a formal structure that will ensure each student is well known by at least one adult advocate who supports that student’s educational experience. Further ensure the structure allows school employees to gain significant insight into student needs regarding the effectiveness of educational programs and services to develop the learning, thinking, and life skills for all students.
- Develop and consistently implement practices that will foster “results driven” improvement planning. Ensure that these practices:

  1) Document the systematic collection, analysis and use of assessment data (state, interim, and common assessments) including the ways the data and information are being used to guide improvement planning initiatives. One approach would be to more fully embrace the full implementation of the Quarterly Report framework currently being used by the KDE Educational Recovery staff.

  2.) Document the development and regular implementation (e.g., once each semester) of a process for determining verifiable improvement in student learning and next level preparedness, such as a

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comparison of student academic grades and standardized test results, analysis of student growth as evidenced in a review of EXPLORE, PLAN and ACT assessments, analysis of student growth over multiple years in literacy and numeracy based on standardized measure such as Discovery Ed assessments, analysis of academic grades, and Advanced Placement assessments. (This Improvement Priority is also connected to Indicator 5.4).

- Develop, implement, and monitor a school wide “instructional process” that ensures all students are 1) clearly informed of learning expectations, 2) provided exemplars of high quality work, and 3) given multiple opportunities to demonstrate their understanding of content through formative assessments. Further ensure that the implementation of the instructional process also results in teachers consistently using assessment data, (including formative assessment data) to inform modifications to instruction, including the use of differentiated/individualized instruction, and that student are provided specific and timely feedback about their learning. (This Improvement Priority is also related to Indicator 3.12)
- Engage all stakeholder groups (teachers, parents, students) in a comprehensive process to review, revise and communicate a school statement of purpose that commits to high expectations for student achievement and success.
- Engage in an inclusive and collaborative process to develop a formal statement which defines school-wide shared values and beliefs about teaching and learning that commit to the creation of a culture that supports challenging and equitable educational programs and learning experiences for all students. Ensure that the commitments reflected in this document guide the development of the school’s formal statement of purpose and direction as well as all school improvement planning initiatives.
- Establish a formal process that involves district leaders and the Board of Education in examining the effectiveness of grading policies and practices. Use results to develop revised policies that ensure grades are based on the attainment of content knowledge and skills and that grading practices are consistently implemented across grade levels and similar courses to ensure equitable treatment and high expectations for all students. Develop strategies to monitor the effectiveness of grading policies and procedures and communicate grading process to all stakeholders.

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Addenda

Team Roster

Member	Brief Biography
Dr. Lynn M Simmers *(District Practitioner Administrator)*	Lynn Simmers is currently the Assistant Superintendent of Southwest Allen County Schools in Fort Wayne, IN. She has over twenty years of experience as a professional educator and is completing her seventeenth year of administration. Her interests include literacy; analyzing statistical trends to promote improved student achievement; and professional development specifically related to curriculum development, instructional strategies and teacher induction programs for beginning teachers. Dr. Simmers has had various experiences as a chair or lead facilitator of school and district accreditation visits. She serves as an AdvancED Lead Evaluator and Field Consultant for the state of Indiana. Dr. Simmers also serves on the Indiana AdvancED State Council and was recently appointed to the AdvancED Accreditation Commission.
Danny Osborne *(KDE Staff)*	Danny Osborne is currently an Education Recovery Leader for Kentucky Department of Education. Danny has served as a middle school teacher, middle school principal, high school principal, Director of Student Support Services for Owen County Schools, Director of Federal Programs for Owen County Schools, Professional Development Coordinator for Owen County Schools, and Instructional Supervisor for Owen County Schools.
Mr. Michael Ceglinski *(School Practitioner Administrator)*	Michael currently serves as the Principal of McCracken County High School in Paducah, KY. Prior to being the Principal of MCHS, Michael served 6 years as the Director of Secondary Instruction for McCracken County Schools. He has also served as Principal of Ballard Memorial High School, Heath High School and was a Biology Teacher at Lone Oak High School. Michael holds a bachelor's degree in Biology from the University of Kentucky and a Master's degree in Secondary Science Education from UK. He completed his rank I in Educational Administration from Murray State University.
Mr. Roger A Kissling *(KDE Staff)*	Roger currently serves as an Education Recovery Specialist in Math serving in the Central Region of Kentucky. Prior to this, he has served as a math resource teacher, math and science teacher. He completed his undergraduate degree at Vanderbilt University and his masters degree at the University of Louisville.
Mr. Randy Marcum *(School Practitioner Administrator)*	Randy Marcum is currently the Principal of Lewisburg School in Russellville, Ky. His career in education spans 31 years as both teacher and administrator encompassing elementary, middle and high school levels. He has worked in Kentucky and Maryland school systems serving as teacher, asst. principal and principal and asst. superintendent. Mr. Marcum has had various experiences as a lead facilitator of school accreditation visits and team member of scholastic audits for AdvancED.

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Member	Brief Biography
Dr. Maria D. Sells *(College/University Representative)*	Dr. Maria Sells is currently the Associate Director of Education Improvement for the AdvancED Innovation Division. In this role, her primary responsibly is to support the Indiana Department of Education/AdvancED School Improvement Partnership which serves K-12 schools throughout the State of Indiana. Prior to working with AdvancED, Dr. Sells was the Assistant Superintendent for New Castle Community School Corporation in New Castle, Indiana. Her experiences as a central office and building level administrator in Indiana include elementary, middle, and high schools in both rural and urban settings. Her administrative experiences also include leading programs in general, adult, correctional, vocational, and special education. Dr. Sells completed her Ph.D. in Education Administration at Indiana State University and holds administrative licensure for Superintendent, Elementary Education, Secondary Education, and Director of Special Education. In addition, Dr. Sells has experience as an adjunct professor in the School of Education Leadership at Indiana Wesleyan University. In this role, she has taught online and hybrid courses covering curriculum development, action research, school culture, resource management, and principal preparation internships.
Mrs. Sallye Thompson *(KDE Staff)*	Sallye Thompson is currently serving as an Educational Recovery Specialist in Mathematics for the Kentucky Department of Education, District 180. Sallye has been a secondary math and physics teacher for 26 years and is now in her fourth year of Educational Recovery work in Jefferson County.

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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, and 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 (NWAC) that was founded in 1917 became part of AdvancED.

Today, NCA CASI, NWAC and SACS CASI serve as accreditation divisions of AdvancED. The Accreditation Divisions of AdvancED share research-based quality standards that cross school system, state, regional, national, and international boundaries. Accompanying these standards is a unified and consistent process designed to engage educational institutions in continuous improvement.

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Attachments

The following attachments have been included in this report.

1. Leadership Assessment Addendum
2. Survey Summary Plus/Delta
3. Student Performance Data Analysis
4. Diagnostic Review Team Schedule

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2014-15 LEADERSHIP ASSESSMENT/DIAGNOSTIC REVIEW ADDENDUM

The purpose of this addendum is to provide feedback on progress made in addressing identified deficiencies from the 2012-2013 Leadership Assessment/Diagnostic Review Report for Christian County High School.

Improvement Priority 1

Indicators 2.1 and 2.2	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
2.1 The governing body establishes policies and support practices that ensure effective administration of the school.	2	3	2.00
2.2 The governing body operates responsibly and functions effectively.	2	3	2.00

2.1/2.2 Improvement Priority Engage in activities that will foster capacity of the Advisory Council to effectively lead and carry out its role when reinstated as an SBDM Council in the future. Utilize available Kentucky Department of Education and district resources to formulate guidelines and procedures for the operation of the Advisory Council.	School Rating	Team Rating
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		
There is little or no evidence that this Improvement Priority has been addressed.		X

School Evidence:

- ✓ Advisory Council has been trained by KDE staff
- ✓ Bylaws and policies
- ✓ Instructional policy
- ✓ Agendas
- ✓ District support person attending Advisory Council meetings

School Supporting Rationale:

The Advisory Council operates with six members: the principal, three teachers, and two parents. The

Advisory Council meets monthly to discuss a variety of situations at Christian County High School (CCHS) and to be apprised of assessment and accountability data. Meeting agendas are prepared and meeting minutes are recorded. In the fall of 2014, the Council was trained in the process of writing by-laws and policies in preparation of being reinstated as a School Based Decision Making (SBDM) council. The council is adopting by-laws and policies that will be ready when the SBDM council resumes school governance. The Chief Administrative Officer of the district attends the Advisory Council meeting whenever possible to offer assistance and support.

Team Evidence:

- Review of documents and artifacts including Self-Assessment, Advisory Council documents, etc.
- School and district stakeholder interviews
- Stakeholder survey data

Team Supporting Rationale:

Review of documents and artifacts indicates that the Advisory Council meets occasionally. Documentation of five Advisory Council meetings that occurred in 2013 was provided to the Diagnostic Review Team. Some stakeholders reported that the meetings were sometimes scheduled immediately before a Board of Education meeting. Evidence includes PowerPoint presentations on the roles and responsibilities of school councils and school council budgets. It is unclear who developed or delivered this content to the Advisory Council. Meeting minutes indicated that on one occasion the Advisory Council provided some suggestions regarding a school emergency plan policy. An agenda item from another meeting indicates that the Council reviewed and approved the Comprehensive School Improvement Plan (CSIP).

In general there was no evidence that the Advisory Council has engaged in a consistent and ongoing process to provide feedback on the development of by-laws, school policies, development and implementation of an improvement plan, or the regular and comprehensive review of student and school performance. Of the five meetings for which the Diagnostic Review Team was provided documentation, three meetings occurred in “closed session” and there was no record of topics or issues discussed.

Improvement Priority 2

Indicators 3.2 and 3.4	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
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.	1	2	2.00
3.4 School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1	3	2.00

3.2/3.4 Improvement Priority Develop processes to vertically and horizontally align curriculum to ensure that curriculum, instruction, and assessment are effectively monitored and adjusted systematically, using data from multiple assessments of student learning and examination of professional practice.	**School Rating**	**Team Rating**
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	X
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence:

- ✓ PLC
- ✓ Pacing guides
- ✓ Common lessons and planning
- ✓ Student data analysis
- ✓ Flexibly grouping students
- ✓ PLC minutes
- ✓ Turning in weekly lesson plans
- ✓ Learning targets being posted on everyone's board
- ✓ Modify instruction based on data disaggregation
- ✓ Unit planning
- ✓ Small group meeting - formative assessment
- ✓ Breakdown and simplify standards
- ✓ Create common assessments
- ✓ Reflecting on teaching and learning
- ✓ Guided/focused planning
- ✓ Discovery Ed and other testing
- ✓ GradeCam data
- ✓ Growth goals
- ✓ Peer observations and formal observations
- ✓ Lesson plan feedback
- ✓ Met with other high school in county
- ✓ ELEOT walkthroughs
- ✓ TPGES
- ✓ Data disaggregation
- ✓ Tyler Pulse data

School Supporting Rationale:

CCHS has begun work in several areas under the umbrella of an intensified PLC process. Teachers of the same content/grade level classes are now meeting weekly during their planning periods to improve instruction, assessment, and feedback to students. Additionally, each month PLC teams meet for two

hours to work on pacing guides and units. The teams are following a protocol very similar to PDSA, except the district has substituted "Check" for "Study," because that is felt to be a more accurate word to describe the work of analyzing data. Administrators and ER staff meet with PLC teams in the library to assist and monitor. Each PLC has an administrator assigned to facilitate and assist. Teachers are required to turn in lesson plans for the week to administrators each Monday. Teachers are encouraged to plan their lessons together during PLC meetings. Administrators review the lesson plans and give feedback to teachers as soon as possible. Teachers are also creating common assessments in their teams. The extended sessions allow teachers to develop pacing guides for the upcoming month. PLC teams are also looking at classroom data and making instructional adjustments based on that data. The district has non-negotiables for posting, discussing, and assessing learning targets daily. These non-negotiables have been included in the instructional walkthrough instrument that administrators and ER staff have committed to perform twice a month for each teacher. Embedded instructional professional learning occurs monthly in small group meetings during planning periods. These small group meetings are in addition to PLC meetings.

Improvement of instruction is addressed in large groups through PD days, Growth Days, the New Teacher Academy, and faculty meetings. Professional development topics this year included TPGES, Effective Instruction, PBIS, and Professional Learning Communities.

Effective Instructional strategies are taught in small group meetings during planning periods once a month. Topics for small groups have included TPGES and the Danielson Framework, Student Growth Goals, formative assessment, understanding the walkthrough instrument, PBIS, learning targets, and Improvement Priorities.

Teachers receive individualized assistance through Focused Planning, walkthrough feedback, lesson plan feedback, and TPGES conferences. Administrators are emphasizing effective instruction and classroom management through each of these activities.

The large group, small group, and individualized assistance efforts are discussed in more detail in Improvement Priority 3.

Team Evidence:

- Review of artifacts and documents provided by the school including Self-Assessment, PLC documents and artifacts, etc.
- Stakeholder interviews
- Student performance data
- Stakeholder survey data

Team Comments:

Documentation and artifacts indicate that the school has initiated new Professional Learning Community frameworks for all teachers, and that these meetings include discussions and review of data concerning horizontal curriculum alignment. However, evidence that vertical alignment is occurring is not apparent.

Survey data does not suggest that the school has developed processes that ensure continuous curriculum alignment. For example, 72 percent of staff agree/strongly agree with the statement, "All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice." Sixty-eight percent of staff

agree/strongly agree with the statement, "All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum."

In surveys, only 34 percent of students agree/strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs."

Improvement Priority 3

Indicator 3.3	**2012-13 Team Rating**	**2014-15 School/District Rating**	**2014-15 Team Rating**
Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1	2	2

3.3 Improvement Priority Develop new strategies to help teachers engage students in learning through instructional strategies that ensure achievement of learning expectations.	**School Rating**	**Team Rating**
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence:

- ✓ Lesson plan format used school wide with administrator feedback
- ✓ Staff training on student engagement—graphic organizers
- ✓ Effective Instruction training and have moved to the Danielson framework for instruction
- ✓ Tech based strategies such as: Kahoot, Socratic
- ✓ GradeCam data
- ✓ Poll Everywhere
- ✓ Learning goals posted
- ✓ CCPQT
- ✓ New teacher meetings
- ✓ Focused/Guided planning sessions
- ✓ Small group meetings – Embedded PD
- ✓ PLCs
- ✓ Common assessments
- ✓ PD and PD survey
- ✓ Growth days
- ✓ Use of KHAN academy, Algebra I.com, Teachers Pay Teachers

✓ ELEOT

School Supporting Rationale:

The indicator that prompted this Improvement Priority was rated at a 2, but we believe we are satisfactorily addressing the Improvement Priority. The use of research based, high yield instructional strategies is a major focus at CCHS, but the teachers who rated Indicator 3.3 on the Self-Assessment felt that the level of instruction was not yet where it needed to be.

Improvement of student engagement with effective instructional strategies is a major effort at CCHS. Much like effective teaching of students, professional learning is addressed using a three-pronged approach. Large group professional development, small group embedded professional development, and individualized assistance forms the three prongs of the work.

Improvement of instruction is addressed in large groups through PD days, Growth Days, the New Teacher Academy, and faculty meetings. Professional development topics this year included TPGES, Effective Instruction, PBIS, and Professional Learning Communities. Two days in July and another day in November were devoted to PLC training as part of an effort to use PLCs as the primary vehicle for improving the teaching/learning process at CCHS.

Effective Instructional strategies are taught in small group meetings once a month during planning periods. Topics for small groups have included TPGES and the Danielson Framework, Student Growth Goals, formative assessment, understanding the walkthrough instrument, PBIS, learning targets, and Improvement Priorities. Planning period PLC meetings each week are opportunities to share effective instructional strategies between teachers of similar subjects/grade levels. PLC work includes cooperative planning, creating pacing guides, developing common assessments, looking at assessment data, and making instructional changes based on the data.

Teachers receive individualized assistance through Focused Planning, walkthrough feedback, lesson plan feedback, and TPGES conferences. Administrators are emphasizing effective instruction and classroom management through each of these activities. Each teacher meets with an administrator or a member of the ER staff once each month to discuss strategies to increase student engagement. Some teachers who have been identified as struggling with classroom management or engagement meet twice or more monthly for more intensive planning assistance. A protocol document paralleling the lesson plan template is used to guide the Focused Planning work. The leadership team set a goal of two classroom walkthroughs each month for each teacher. That goal has been difficult to reach, but nearly all teachers have been visited multiple times. Feedback on the walkthroughs is emailed to the teachers upon completion of the walkthrough, and more detailed feedback can occur as part of Focused Planning. Weekly lesson plans are collected each Monday, and administrators provide written feedback on plans that emphasizes engagement. With its emphasis on instruction and classroom environment, the TPGES observation and conference framework is a very important tool for improving instruction. Administrators follow the district evaluation plan and have their own timeline for completing teacher evaluation activities in a timely manner.

Team Evidence:

- Student performance data
- Review of artifacts and documents including the Self-Assessment and other documents provided by the school
- Stakeholder survey data

- Classroom observation data

Team Supporting Rationale:

As discussed in the addendum to this report, student performance data does not indicate that Christian County High School (CCHS) has successfully developed instructional strategies to ensure that students are highly engaged in learning activities and meeting learning expectations. For example, based on K-PREP End-of-Course assessments, CCHS has been quite successful in improving performance in Algebra II, but results indicate limited improvement in English II and Biology.

Stakeholder survey data does not suggest that the CCHS has fully embraced instructional practices associated with higher levels of student engagement. For example, 74 percent of staff agree/strongly agree with the statement, “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.” Seventy-three percent of staff agree/strongly agree with the statement, “All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.”

Fifty-seven percent of students agree/strongly agree with the statement, “All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to need succeed.” Fifty-nine percent of students agree/strongly agree with the statement, “My school provides me with challenging curriculum and learning experiences.” Only 55 percent of parents agree/strongly agree with the statement, “All of my child’s teachers use a variety of teaching strategies and learning activities.”

It was evident/very evident in 55 percent of classrooms that students were actively engaged in learning activities. Few students were engaged in learning activities that required the use of higher order thinking skills or represented rigorous coursework. It was evident/very evident that students were asked and responded to questions that required higher order thinking in only 24 percent of classrooms.

Improvement Priority 4

Indicator 3.5	**2012-13 Team Rating**	**2014-15 School/District Rating**	**2014-15 Team Rating**
Teachers participate in collaborative learning communities to improve instruction and student learning.	2	2	2.43

3.5 Improvement Priority Establish Professional Learning Community (PLC) protocols and norms to ensure that all departmental collaborative communities operate according to the same procedures and expectations. Monitor and support PLC work and provide appropriate descriptive feedback on PLC effectiveness.	**School Rating**	**Team Rating**
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	X
This Improvement Priority has been partially addressed.		
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence:

- ✓ Weekly meetings with administrator to give assistance and feedback
- ✓ PLC documentation uniform and reflection on PLC and common planning/administrators attending PLCS
- ✓ Curriculum maps/pacing guides
- ✓ Sharing student work - exemplars
- ✓ Lessons plans on common format/getting feedback
- ✓ Common Assessments
- ✓ Analyzing student work and using student data to adjust instruction and meet student needs
- ✓ Established PLCs
- ✓ Solution Tree training in summer
- ✓ Plus Delta on PLCs

School Supporting Rationale:

The indicator that prompted this Improvement Priority was rated at a 2, but we believe we are satisfactorily addressing the Improvement Priority. Since that indicator was rated, additional PLC training has occurred and the process was strengthened by locating all PLC work in the library for monitoring and assistance. The efficacy of the PLC teams has increased dramatically since November.

CCHS has begun work in several areas under the umbrella of an intensified PLC process. Teachers of the same content/grade level classes are now meeting weekly during their planning periods to improve instruction, assessment, and feedback to students. Additionally, each month PLC teams meet for two hours to work on pacing guides and units. The teams are following a protocol very similar to PDSA, except the district has substituted “Check” for “Study,” because that is felt to be a more accurate word to describe the work of analyzing data. Administrators and ER staff meet with PLC teams in the library to assist and monitor. Each PLC has an administrator assigned to facilitate and assist. Documentation of PLC work is completed on the district protocol and turned in to the facilitator. Teachers are required to

turn in weekly lesson plans to administrators each Monday. Teachers are encouraged to plan lessons together during PLC meetings. Administrators review lesson plans and provide feedback to teachers as soon as possible. Teachers are also creating common assessments in their teams. The extended sessions allow teachers to develop pacing guides for the coming month. PLC teams are looking at classroom data and making instructional adjustments based on that data.

Team Evidence:

- Review of documents and artifacts including the Self-Assessment , PLC documentation and other documents provided by school listed above
- Stakeholder survey data
- Stakeholder interviews

Team Supporting Rationale:

The Diagnostic Review Team concurs that the school has satisfactorily addressed this Improvement Priority. Documentation and interviews consistently revealed that the school has established new Professional Learning Community frameworks for all teachers, which are supported with professional development, ongoing monitoring, and engagement from school leaders. Eighty-three percent of staff indicated that they agree/strongly agree with the statement, “All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.” Seventy-eight percent of staff agree/strongly agree with the statement, “All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, peer coaching).”

The school is encouraged to further develop robust policies and practices in support of highly effective professional learning communities that are 1) able to link improvement in student performance to specific PLC initiatives, 2) help ensure systematic use of highly effective instructional practices across the school, and 3) consistently use their analysis of performance and other data to make modifications to performance and instruction.

Improvement Priority 5

Indicator 3.6	**2012-13 Team Rating**	**2014-15 School/District Rating**	**2014-15 Team Rating**
Teachers implement the school’s instructional process in support of student learning.	1	2	1.71

3.6 Improvement Priority	**School Rating**	**Team Rating**
Develop a school instructional process that is consistently implemented in all classes to clearly inform students of learning expectations and standards of performance. Ensure that students are provided exemplars to guide and inform their work. Ensure that multiple measures, including formative assessments, are provided to inform ongoing modifications of instruction and provide data for possible curriculum revision. Further ensure that students are		

provided specific and immediate feedback about their learning.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	
There is little or no evidence that this Improvement Priority has been addressed.		X

School Evidence:

- ✓ C2=3R and posted for PBIS initiative
- ✓ Elements of Effective Instruction and transitioning to the Danielson Framework
- ✓ PLC
- ✓ Bell ringers
- ✓ Exit Slips
- ✓ Training on Formative Assessments and Using Formative Assessments to drive our instruction
- ✓ Teacher/Student conferences
- ✓ Lesson plan templates for feedback and reflection
- ✓ Focused planning, PLC, and small group meetings
- ✓ PD on PLCs
- ✓ Common planning for teachers of similar classes
- ✓ Teaching to the standard
- ✓ Danielson Framework
- ✓ Student work posted and reviewed in class
- ✓ Learning target posted/non-negotiables
- ✓ Small group meetings
- ✓ Feedback using GradeCam – immediate
- ✓ Kahoot – students rate themselves
- ✓ "Did they get it" and "to what degree" emphasis
- ✓ Spiraling curriculum
- ✓ Administrators modeling teaching for teachers
- ✓ Formative assessment PD in small group
- ✓ Post and refer to exemplars
- ✓ Data lesson planning
- ✓ Thumbs up, QR codes, clickers
- ✓ Electives reinforcing core classes (example –ROTC reinforcing Social Studies and Health)
- ✓ Expectations
- ✓ Exemplars
- ✓ GradeCam data used for data analysis

School Supporting Rationale:

Teachers of similar content/grade level classes are now meeting weekly during planning periods to improve instruction, assessment, and feedback to students. Additionally, each month PLC teams meet for two hours to work on pacing guides and units.

Improvement of instruction is addressed in large groups through PD days, Growth Days, the New

Teacher Academy, and faculty meetings. Professional development topics this year included TPGES, Effective Instruction, PBIS, and Professional Learning Communities.

Effective Instructional strategies are taught in small group meetings during planning periods once a month. Topics for small groups have included TPGES and the Danielson Framework, Student Growth Goals, formative assessment, understanding the walkthrough instrument, PBIS, learning targets, and Improvement Priorities.

Teachers receive individualized assistance through Focused Planning, walkthrough feedback, lesson plan feedback, and TPGES conferences. Administrators are emphasizing effective instruction and classroom management through each of these activities.

Each teacher meets with an administrator or a member of the ER staff once a month to discuss strategies to increase student engagement. Some teachers who have been identified as struggling with classroom management or engagement meet twice or more monthly for more intensive planning assistance. A protocol document paralleling the lesson plan template is used to guide the Focused Planning work. The leadership team set a goal of two classroom walkthroughs each month for each teacher. That goal has been difficult to reach, but nearly all teachers have been visited multiple times. Feedback on the walkthroughs is emailed to teachers upon completion of the walkthrough, and more detailed feedback can occur as part of Focused Planning. Lesson plans for the week are collected each Monday, and administrators provide written feedback on plans that emphasizes engagement. With its emphasis on instruction and classroom environment, the TPGES observation and conference framework is a very important tool for improving instruction. Administrators follow the district evaluation plan and also have their own timeline for completing the teacher evaluation activities in a timely manner.

The GradeCam program has been purchased to facilitate teacher feedback about assessments to students. Students can scan their assessments and immediately learn how they performed. Teachers have immediate feedback on student performance for intervention or instructional adjustment purposes. Teachers are encouraged to use questioning and provide feedback to students.

Several teachers use digital answering systems and apps to allow students to answer questions and allow immediate feedback.

Team Evidence:

- Classroom observations
- Student performance data
- Stakeholder interviews
- Stakeholder survey data
- Review of documents and artifacts provided by the school including the Self-Assessment, school walkthrough documents, and other documents listed above.

Team Supporting Rationale:

The Diagnostic Review Team acknowledges that the school has taken some initial steps to implement a school wide instructional process. Implementation is being approached through the use of 1) district "non- negotiables," 2) school walkthroughs intended to monitor classroom practice, and 3) implementation of a new lesson plan template and the collection of lesson plans, which began in January 2015. However, the extent to which these approaches represent a coherent and systematic approach to

the implementation of a school instructional process is limited.
In interviews, stakeholders were not able to explain the school's instructional process or articulate the expectations detailed in the district "non- negotiables." Interviewees were consistently unable to explain the components of the school's instructional process. The manner in which walkthrough data is collected or used to help ensure the implementation of an instructional process is not apparent based on interviews and review of documentation.

Classroom observations did not reveal the use of a consistent instructional process in all classrooms. Observations revealed that:

1) Lesson objectives were often posted in the classroom, but were sometimes not current or relevant to the lesson for the day.

2) Although student work was posted in several classrooms, it was not apparent that the postings served as models of high quality work and communicated learning expectations to students.

3) Use of formative assessment practices were limited (e.g., asking probing questions to check understanding).

Stakeholder survey data suggests only limited agreement that an instructional process exists in the school and that it is being consistently implemented. Eighty-two percent of staff agree/strongly agree with the statement, "All teachers in our school use a process to inform students of their learning expectations and standards of performance." Sixty-three percent of students agree/strongly agree with the statement, "All of my teachers explain their expectations for learning and behavior so I can be successful."

Improvement Priority 6

Indicator 3.7	**2012-13 Team Rating**	**2014-15 School/District Rating**	**2014-15 Team Rating**
Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	1	2	2.00

3.7 Improvement Priority Implement systemic and systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning.	**School Rating**	**Team Rating**
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X

There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence:

- ✓ School vision and mission statement
- ✓ PD
- ✓ PLC Summer PD and growth day (all teachers and new teachers)
- ✓ Coaching and mentoring
- ✓ PLCs
- ✓ ELEOT
- ✓ New Teacher Program (invited veteran teachers)
- ✓ Teachers mentoring other teachers
- ✓ Administrators modeling teaching for teachers
- ✓ Imbedded PD (small group meetings)
- ✓ KTIP mentors
- ✓ Teacher peer observations and formal observations
- ✓ Focused planning
- ✓ Small group meetings (embedded PD)
- ✓ Summer Leadership
- ✓ Growth days
- ✓ Peer observations
- ✓ Formal observations
- ✓ Mentor teaching program
- ✓ Common planning, common assessment
- ✓ ERC meeting with teachers
- ✓ Evaluation process—TPGES—Danielson Framework
- ✓ Lesson plan feedback
- ✓ ELEOT walkthrough
- ✓ CSIP
- ✓ TELL Survey

School Supporting Rationale:

The school's mission statement is "Empowering Adults to Develop Students." CCHS provides an abundance of strategies to empower adults.

The indicator that prompted this Improvement Priority was rated at a 2 by the teacher team for the Self-Assessment, but we believe we are satisfactorily addressing the Improvement Priority.

Improvement of instruction is addressed in large groups through PD days, Growth Days, the New Teacher Academy, and faculty meetings. Professional development topics this year included TPGES, Effective Instruction, PBIS, and Professional Learning Communities. Two days in July and a Growth Day in November were devoted to PLC training as part of an effort to use PLCs as the primary vehicle for improving the teaching/learning process at CCHS.

The New Teacher Academy is led by an administrator and two members of the ER staff. New teachers meet once a month after school to learn strategies that will help them be successful at CCHS. Topics have

included:

Behavior that is classroom managed versus administrator managed (September 2014)

Common myths about student behavior (October 2014)

Classroom management via student engagement (November 2014)

Battling disillusionment (December 2014)

Analyzing common assessment data using GradeCam (January 2015)

Teachers receive individualized assistance through Focused Planning, walkthrough feedback, lesson plan feedback, and TPGES conferences. Administrators are emphasizing effective instruction and classroom management through each of these activities. Each teacher meets with an administrator or a member of the ER staff once a month to discuss strategies to increase student engagement. Some teachers who have been identified as struggling with classroom management or engagement meet twice or more monthly for more intensive planning assistance. A protocol document paralleling the lesson plan template is used to guide the Focused Planning work. The leadership team set a goal of two classroom walkthroughs each month for each teacher. That goal has been difficult to reach, but nearly all teachers have been visited multiple times. Feedback on walkthroughs is emailed to teachers upon completion of the walkthrough, and more detailed feedback can occur as part of Focused Planning. Weekly lesson plans are being collected each Monday , and administrators provide written feedback on the plans that emphasizes engagement. With its emphasis on instruction and classroom environment, the TPGES observation and conference framework is a very important toll for improving instruction. Administrators follow the district evaluation plan and also have their own timeline for completing teacher evaluation activities in a timely manner.

Team Evidence:

- Review of documents and artifacts provided by the school listed above , Self-Assessment, etc.
- Stakeholder interviews
- Stakeholder survey data
- Student performance data
- Classroom observation data

Team Supporting Rationale:

The Diagnostic Review Team acknowledges that the design of the school's Focused Planning initiative is to provide teachers with immediate feedback and support for lesson plan development and to encourage a more consistent use of effective instructional practices. The extent to which this represents a coaching and mentoring program is not clear, especially since the Focused Planning sessions are led by administrators and Educational Recovery staff rather than peer coaches. The degree to which all teachers are involved in the Focused Planning sessions is also not apparent. Some interviewees indicated that there were some excellent teachers in the school who administrators "just leave alone." Coaching and mentoring programs are intended to leverage the capacity of these highly effective teachers in ensuring the consistent use of proven instructional strategies in all classrooms, as well as to communicate and reinforce the school's shared values and beliefs about teaching and learning. A possible area to leverage for further improvement would be to engage highly effective teachers more

strategically in developing the school's capacity to provide equitable and challenging learning experiences in all classrooms.

Other than the Focused Planning initiative that did not commence until after the surveys were completed in September 2014, the Diagnostic Review Team did not detect the existence of any other formal coaching/mentoring program in the school. Seventy-eight percent of the staff agree/strongly agree with the statement, "In our school, staff members provide peer coaching to teachers," suggesting that coaching and mentoring is occurring informally and independent of any formal school framework. Sixty-two percent of staff members agree/strongly agree with the statement, "In our school, a formal process is in place to support new staff members in their professional practice," suggesting that a significant portion of the staff may not be aware of programs that assist teachers new to the school (e.g., the New Teacher Academy).

Improvement Priority 7

Indicator 3.8	**2012-13 Team Rating**	**2014-15 School/District Rating**	**2014-15 Team Rating**
The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	1	2	1.43

3.8 Improvement Priority Expand opportunities to meaningfully engage families in their children's educational and learning experiences. Evaluate the effectiveness of such programs and ensure that families have multiple ways of staying informed of their children's learning progress**.**	**School Rating**	**Team Rating**
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	
There is little or no evidence that this Improvement Priority has been addressed.		X

School Evidence:

- ✓ School vision and mission statement
- ✓ Parent Night
- ✓ Parent surveys
- ✓ Block parties
- ✓ Tailgating
- ✓ Home visits
- ✓ Grade cards sent out and midterms
- ✓ IC Portal for parents

- ✓ Phone calls encouraged
- ✓ Fall Festival
- ✓ Parent/teacher conferences
- ✓ ARCS
- ✓ School website
- ✓ Athletic booster clubs
- ✓ Youth Service Center
- ✓ ESL services for parents and students
- ✓ Postcard/Good News Cards
- ✓ Progress reports
- ✓ Remind 101
- ✓ YSC
- ✓ Connect Ed calls
- ✓ Senior Reflections—homecoming activities
- ✓ Parent volunteers
- ✓ Volunteer luncheon
- ✓ Senior awards—academic awards and banquets for sports/clubs
- ✓ State of Schools address—where parents can come in to hear about test scores
- ✓ ARTS presentations
- ✓ Honor roll rewards
- ✓ Freshman orientation
- ✓ Senior orientation
- ✓ Parent GSP night, FAFSA Night, KEES Money Night
- ✓ Parent information meetings
- ✓ ILPs
- ✓ Thoroughbred Academy
- ✓ Gateway Academy

School Supporting Rationale:

The school's mission statement is "Empowering Adults to Develop Students." CCHS attempts to provide opportunities to involve parents and families in achieving the mission.

The school has worked to increase communication with and involvement of parents and families. However, response to these efforts has been limited. Parent Nights, block parties, tailgating, home visits, Fall Festival, the school website, and parent/teacher conferences are all used to increase communication with and engagement of parents. Teachers are encouraged to send Good News Cards to parents when students are doing well. Teachers are also asked to make phone calls to parents when things are not going so well. Remind 101 is a service utilized to text parents about school events. Grade cards and midterm progress reports inform parents of student achievement, and the IC Portal for parents allows real time digital access to student grades and missing assignments. Parent surveys provide data to inform future efforts to improve stakeholder involvement. The Youth Service Center is very active and an important tool for helping families and encouraging connections with the school. ESL services for parents and students are in place for our limited number of non-English speaking families and students.

Team Evidence:

- Review of documents and artifacts
- Missing Piece Diagnostic
- Stakeholder survey data
- Stakeholder interviews

Team Supporting Rationale:

Review of artifacts and documents, as well as interviews, indicate that the school is attempting to meaningfully engage and communicate with families through a variety of venues including orientation meetings, an automated telephone dialing system, the school website, and parent teacher conferences. Interviewees indicated that these approaches have had limited impact. The extent to which the school consistently monitors and formally evaluates these parent involvement and communication efforts is not apparent.

The Missing Piece Diagnostic, which was completed with the involvement of some external stakeholders, identifies these possible leverage points for improvement:

1) Asking parents for feedback on school programs and services

2) Creating opportunities for parents to serve on school council committees

3) Identifying experienced parent leaders to serve in leadership roles

4) Establishing the use of student-led conferences

Information from interviews and documentation reveals that few opportunities exist for parents to serve in meaningful leadership roles, help shape decisions, work collaboratively on school improvement planning initiatives, or provide feedback to school leaders. The school does not have an organization such as a Parent Teacher Association (PTA) and specific policies that allow or require parents to serve on school committees do not exist.

Survey data suggests that school practices, policies, and culture focused on meaningful family engagement and communication may be ineffective. Eighty percent of staff members agree/strongly agree that school leaders “provide opportunities for stakeholders to be involved in the school.” However, only 50 percent of staff members agree/strongly agree with the statement, “In our school, all school personnel regularly engage families in their children’s learning progress.” Only 57 percent of parents agree/strongly agree with the statement, “Our school provides opportunities for stakeholders to be involved in the school.” Fifty-one percent of parents agree/strongly agree with the statement, “My child has administrators and teachers that monitor and inform me of his/her learning progress.” Thirty-eight percent of students agree/strongly agree that their teachers “keep my family informed of my academic progress,” and 45 percent of students agree/strongly agree that “my school offers opportunities for my family to become involved in school activities and my learning.” These survey results suggest several areas that can be leveraged for significant improvement in parent engagement and communication.

Improvement Priority 8

Indicator 3.9	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
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.	1	2	1.00

3.9 Improvement Priority Create an advocacy structure whereby each student is well known by at least one adult who serves as an advocate for the student's needs regarding learning, thinking and life skills.	School Rating	Team Rating
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	
There is little or no evidence that this Improvement Priority has been addressed.		X

School Evidence:

- ✓ Mentoring program (70 students)
- ✓ Youth Service Center
- ✓ Culture focus throughout school/relationship building
- ✓ Guidance
- ✓ Gentleman's Club
- ✓ Name and claim
- ✓ Student Voice
- ✓ Special Ed staff
- ✓ Home visits

School Supporting Rationale:

The partnership between adults and students at CCHS is constantly emphasized. Morning announcements frequently include reminders of how important that partnership is in order for students to be successful. Relationship building is constantly emphasized to the teachers and staff. A Student Voice Group of nearly 100 students meets frequently with administration and serves as a peer communication tool between staff and the student body. PBIS has been implemented district-wide this year, which has provided even more focus on efforts to form partnerships and build relationships between teachers and students as a means to improve student behavior. One of the school's teacher

leaders has created a volunteer teacher/student mentoring program that shows much promise to grow and become a school wide effort. Teachers are asked to name and claim struggling students. As part of an overall effort to implement a school wide intervention system, a committee is being formed to create a plan for an advisory program for the 2015-16 school year.

Team Evidence: • Stakeholder interviews • Stakeholder survey data • Review of artifacts and documents listed above, Self-Assessment, etc.
Team Supporting Rationale: Interviews and review of documentation revealed that efforts have been made to provide some students with an adult advocate. The teacher initiated “Me My Mentor” program and school’s “Student Voice” programs are efforts on the part of individual CCHS teachers to create student advocacy programs. While these efforts are commendable, they do not represent a formal structure that ensures all students have at least one adult advocate. Seventy-seven percent of staff agree/strongly agree with the statement, “In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student’s educational experience.” Sixty-seven percent of parents agree/strongly agree that their child “has at least one adult advocate in the school.” Only 46 percent of students agree/strongly agree with the statement, “My school makes sure there is at least one adult who knows me well and shows interest in my education and future.”

Improvement Priority 9

Indicator 3.10	**2012-13 Team Rating**	**2014-15 School/District Rating**	**2014-15 Team Rating**
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.	1	2	1.14

3.10 Improvement Priority	**School Rating**	**Team Rating**
Examine the effectiveness of grading and reporting practices to ensure that grades are based on attainment of content knowledge and skills, and grading practices are consistently implemented across grade levels and courses. Develop strategies to monitor and communicate grading practices to all stakeholders.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		

This Improvement Priority has been partially addressed.	X	
There is little or no evidence that this Improvement Priority has been addressed.		X

School Evidence:

- ✓ 2 grades per week policy
- ✓ Common Quality Core standards
- ✓ Pacing Guides
- ✓ TPGES
- ✓ Guidance Counselors
- ✓ Course Catalog—grading practices
- ✓ Course Catalog—on website
- ✓ 10 point grading scale from district
- ✓ Parent calls
- ✓ Grade verification forms
- ✓ PLCs—data analysis & making sure all are consistent
- ✓ Rubrics
- ✓ Common Assessments & assessments aligned to EOCs
- ✓ Syllabi
- ✓ Mid term
- ✓ 9 week reports
- ✓ Weekly reflection on lesson plans
- ✓ Standards alignment
- ✓ Reteach
- ✓ Infinite Campus – parent and student
- ✓ Teacher conference with students
- ✓ Daily learning targets posted
- ✓ On-going formative assessment
- ✓ Hands-on learning (performance based assessment)
- ✓ Regular and intentional feedback

School Supporting Rationale:

While there is much evidence that the current grading system is implemented, there is no school wide agreed-upon system to create grading consistency. Teachers are required to take two grades per week. Common assessments are being created in PLC teams which will improve congruence of grading in similar classes. Teachers are required to give midterm and final exams. Grading practices are communicated to parents and students. Rubrics are used by some teachers for grading assessments and writing.

Team Evidence:

- Review of documents and artifacts listed above, Self-Assessment and other documents provided by the school
- Stakeholder interviews
- Stakeholder survey data

• School responses to the Improvement Priorities in the Leadership Addendum
Team Supporting Rationale: Interviews and review of documents and artifacts did not reveal the existence of specific policies or practices intended to ensure grades are based on the attainment of content knowledge and skills or that grading practices are consistent for similar courses or grade levels, thus ensuring equitable evaluation of all students. Evidence that school leaders have engaged in the review, monitoring or communication of grading practices and policies is limited. Ninety-four percent of staff members indicated that they agree/strongly agree with the statement, "Our school's leaders expect staff members to hold all students to high academic standards." However, grading practices and policies are undefined and allow teachers broad latitude in evaluating student academic achievement based on effort and completion in addition to the attainment of content knowledge and skills. Only 59 percent of students agree/strongly agree that the Christian County High School provides challenging curriculum and learning experiences. Seventy-three percent of staff agree/strongly agree with the statement, "All teachers use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria," suggesting that while these practices may exist in some areas of the school, they are not being systematically implemented. Only 57 percent of students agree/strongly agree with the statement, "All of my teachers fairly grade and evaluate my work."

Improvement Priority 10

Indicator 3.11	**2012-13 Team Rating**	**2014-15 School/District Rating**	**2014-15 Team Rating**
All staff members participate in a continuous program of professional learning.	1	3	2.00

3.11 Improvement Priority Ensure that all staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's instructional purpose and direction and is based on instructional needs assessment data, walkthrough data, student performance data and the individual instructional needs of teachers.	**School Rating**	**Team Rating**
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence:

- ✓ Visit to Christian County Middle School
- ✓ Visit to Hazard
- ✓ Peer evaluation for TPGES/formal observations
- ✓ Small group-embedded PD
- ✓ Summer PD
- ✓ Team building at Fort Campbell
- ✓ Leadership Team to Nashville for a summer retreat
- ✓ PLCs with administrator present
- ✓ New Teacher Academy
- ✓ District PD and Growth Days when students are not in school
- ✓ Focused planning embedded PD
- ✓ Common planning
- ✓ Common assessments
- ✓ CTE professional learning on KOSSA, industry standards, national standards
- ✓ ACT benchmarks
- ✓ Pacing guides
- ✓ Embedded PD and summer PD
- ✓ CITTS/peer observation/walkthrough
- ✓ Growth days
- ✓ Lesson plan structure congruent throughout the school and feedback
- ✓ ELEOTs with immediate feedback to teachers
- ✓ Common Quality Core standards
- ✓ Growth goals
- ✓ ACT, EOC benchmark assessments
- ✓ Faculty meetings
- ✓ PBIS PD
- ✓ Formative Assessments
- ✓ Ongoing monitoring through Discovery Ed
- ✓ Standards driven instruction
- ✓ Posted learning targets
- ✓ Support staff PD

School Supporting Rationale:

Improvement of instruction is addressed in large groups through PD days, Growth Days, the New Teacher Academy, and faculty meetings. Professional development topics this year included TPGES, Effective Instruction, PBIS, and Professional Learning Communities. Two days in July and a Growth Day in November were devoted to PLC training as part of an effort to use PLCs as the primary vehicle for improving the teaching/learning process at CCHS.

The New Teacher Academy is led by an administrator and two ER staff members. New teachers meet once a month after school to learn strategies that will help them be successful at CCHS.

Teachers receive individualized assistance through Focused Planning, walkthrough feedback, lesson plan

feedback, and TPGES conferences. Administrators are emphasizing effective instruction and classroom management through each of these activities. Each teacher meets with an administrator or ER staff member once a month to discuss strategies to increase student engagement. Some teachers who have been identified as struggling with classroom management or engagement meet twice or more monthly for more intensive planning assistance. A protocol document paralleling the lesson plan template is used to guide the Focused Planning work. The leadership team set a goal of two classroom walkthroughs each month for each teacher. That goal has been difficult to reach, but nearly all teachers have been visited multiple times. Feedback on the walkthroughs is emailed to the teachers upon completion of the walkthrough, and more detailed feedback can occur as part of Focused Planning. Weekly lesson plans are collected each Monday, and administrators provide written feedback on the plans that emphasizes engagement. With its emphasis on instruction and classroom environment, the TPGES observation and conference framework is a very important tool for improving instruction. Administrators follow the district evaluation plan and also have their own timeline for completing teacher evaluation activities in a timely manner.

Teacher teams have visited Christian County Middle School and Hazard High School to examine strategies that have made those schools successful. Additionally, professional learning has been provided to teacher leaders through Team Building at Fort Campbell and the Leadership Team traveling to Nashville for a summer retreat.

Team Evidence:

- Stakeholder interviews
- Review of documents and artifacts listed above provided by the school, Self-Assessment, etc.
- Stakeholder survey data
- Student performance data
- Classroom observation data

Team Supporting Rationale:

Documents and artifacts, as well as interviews, indicate that the school provided many opportunities for teacher professional growth during the last school year. Both large group and small group opportunities are documented in the school evidence and rationale statements above.

However, interviews and document reviews do not confirm that the professional learning program is developed based on an assessment of student and school needs, as well as the needs of individual teachers. Although the school surveyed staff regarding professional growth needs, some interviewees indicated that decisions regarding the school's professional development program were not consistent with the results of the survey. The extent to which student performance data or walkthrough data were used to target professional development needs was unclear. Use of performance data, other evaluation data or information, and alignment of the professional development program to the school's statement of purpose and direction is not apparent based on interviews, performance data, and review of artifacts.

Staff survey data suggests general agreement among the staff that the school's professional development program is based on school and student needs and intended to build teachers' capacity. Eighty-five percent of staff members indicated that they agree/strongly agree with the statement, "In our school, all staff members participate in continuous professional learning based on identified needs of

the school." Eighty-two percent of staff agree/strongly agree that the school's "professional learning program is designed to build capacity among all professional and support staff members." School leaders are encouraged to use more consistent evaluation practices to gauge the impact of professional development on student achievement, classroom practice, learning conditions, etc.

Improvement Priority 11

Indicator 3.12	**2012-13 Team Rating**	**2014-15 School/District Rating**	**2014-15 Team Rating**
The school provides and coordinates learning support services to meet the unique learning needs of students.	1	2	1.43

3.12 Improvement Priority Examine the effectiveness of learning support services provided by the school to meet the unique learning needs of students. Use data from this examination to align and improve learning support services with the school's purpose and direction.	**School Rating**	**Team Rating**
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	
There is little or no evidence that this Improvement Priority has been addressed.		X

School Evidence:

- ✓ Tutoring
- ✓ ACT Prep and PLAN prep
- ✓ EOC prep
- ✓ Special Ed (collab)
- ✓ CCR
- ✓ Intervention classes (math Intervention)--ALEKS
- ✓ Read 180
- ✓ RTI
- ✓ AP mock exams
- ✓ ESS
- ✓ ESL
- ✓ Differentiation
- ✓ GT/Accelerated classes
- ✓ Community college classes
- ✓ We tripled the number of GSSP students that made it out of district
- ✓ More students are applying for GSA—Governor's School for the ARTS
- ✓ Credit Recovery

- ✓ Volunteer tutoring
- ✓ Mentoring
- ✓ Special Ed staff meetings twice a month
- ✓ Differentiation
- ✓ Accommodations
- ✓ Lesson and assessment modification
- ✓ 21st Century
- ✓ SRI & SMI screeners

School Supporting Rationale:

Currently, the leadership team is examining its intervention system for academically supporting students and is analyzing results of PBIS implementation to provide more support for student behavior. A meeting is scheduled with the CTE principal and the principal of the other district high school to design a schedule for next school year to allow a school wide RtI system to be embedded in the school day. An examination of data shows large numbers of students scoring at novice levels on EOC and writing assessments. The current intervention system supports freshman reading and math and senior CCR. It does not address a lack of basic skills and academic performance, Additionally, the online credit recovery system is being revamped to use pencil and paper resources due to lack of student engagement and success in the digital system. A more effective online system will be researched for the future.

Team Evidence:

- Student performance data
- Classroom observation data
- Documents and artifacts listed above provided by the school, Self-Assessment, etc.
- Stakeholder interviews
- Stakeholder survey data

Team Supporting Rationale:

As detailed in the addendum to this report, student performance data suggests that curriculum, instruction, and assessment practices are seldom modified to address student needs. Of particular concern is that the school did not meet any gap delivery targets in 2013-14, and that K-PREP End-of-Course Assessments for the same time period demonstrate that less than half of CCHS students performed at Proficient or Distinguished levels for all content areas except in Algebra II. For example, only 24 percent of students scored at proficient/distinguished levels in biology.

As detailed previously in this report, classroom observations revealed that nearly all instruction is teacher-centered and whole group. Instances in which students had differentiated learning opportunities and activities that meet their needs were evident/very evident in only 27 percent of classrooms.

Staff survey data suggests that a significant percentage of staff do not perceive that the school is consistently addressing individual or unique learning needs. Seventy-four percent of staff agree/strongly agree with the statement, “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.” Seventy percent of staff agree/strongly

agree with the statement, “In our school, all staff members use student data to address the unique learning needs of all students.” Parent and student perceptions, on the other hand, seem to underscore the need for Christian County High School to more frequently adjust and adapt curriculum, instruction, and assessment practices to meet student needs. For example, only about 50 percent of parents gree/strongly agree with the statement, “All of my child’s teachers meet his/her learning needs by individualizing instruction.” Fifty-two percent of students agree/strongly agree with the statement, “My school provides learning services for me according to my needs.” Only 34 percent of students agree/strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”

Improvement Priority 12

Indicator 5.2	**2012-13 Team Rating**	**2014-15 School/District Rating**	**2014-15 Team Rating**
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.	2	3	1.71

5.2 Improvement Priority Develop and consistently use systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources.	**School Rating**	**Team Rating**
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence:

- ✓ GradeCam
- ✓ PLC
- ✓ CSIP
- ✓ Discovery Ed assessments
- ✓ EOC/EPAS benchmark assessments
- ✓ Quarterly Report for KDE
- ✓ Tyler Pulse
- ✓ 30-60-90 Plan and monitoring
- ✓ Data analysis in by PLC teams
- ✓ Analyzing student work
- ✓ Creating Common Assessments

School Supporting Rationale:

CCHS uses data from multiple sources and analyzes that data for school improvement. Departments are provided with a detailed analysis on state assessment data each fall. PLCs are tasked with analyzing classroom assessments to impact instruction. Multiple measures are used in intervention placement, including EPAS and benchmarking test results. Discovery assessment is used for learning checks three times yearly. The Quarterly Report tracks school wide data regarding the success of improvement efforts. Tyler Pulse is a digital dashboard that can compile multiple measures into reports on large groups of students, classroom groups, or individual students.

Common assessments that will allow better use of data between teachers of similar classes are being created in PLC teams. GradeCam has been implemented to allow quick compilation of classroom assessment scores and enable real time use of the data to impact instruction.

Team Evidence:

- Stakeholder interviews
- Review of documents and artifacts provided by the school listed above, Self-Assessment, etc.
- Stakeholder survey data
- Student performance data

Team Supporting Rationale:

Review of artifacts and documents, as well as stakeholder interviews, suggests that the school has only recently initiated efforts to more consistently collect and analyze data through the PLC framework. Teachers have been provided a new data analysis tool, GradeCam, which appears to be helping teachers quickly analyze student performance results. Efforts to more carefully analyze common assessment data was also discussed by many interviewees.

Survey data may also confirm a renewed focus on the collection, analysis, and use of data. Eighty-two percent of staff members indicated that they agree/strongly agree with the statement, “Our school has a systematic process for collecting, analyzing and using data.”

While the Diagnostic Review Team has examined evidence regarding a more consistent collection and analysis of data, the extent to which the data is used to modify or adjust curriculum, instruction, and assessment practices at the school or classroom levels is not apparent. Classroom observation data suggests heavy reliance on teacher-centered, whole group instruction with few opportunities for student collaboration or individualization. The use of technology to more authentically engage students or to differentiate instruction based on need was also not established by observations, interviews, and artifacts.

Attachment 2

Stakeholder Survey Plus/Delta

The Survey Plus/Delta is the team's brief analysis all stakeholder survey data which is intended to highlight areas of strength (+) that were identified through the survey process as well as leverage points for improvement (Δ).

Teaching and Learning Impact

(Standards 3 and 5)

+ Plus: (minimum of 75 percent strongly agree/agree)

1. Ninety-four percent of staff strongly agree/agree with the statement, "Our school's leaders expect staff members to hold all students to high academic standards."
2. Ninety-three percent of staff strongly agree/agree with the statement, "Our school's leaders hold all staff members accountable for student learning."

Δ Delta:

1. Thirty-four percent of students strongly agree/agree with the statement, "All of my teachers change their teaching to meet my learning needs."
2. Fifty percent of staff strongly agree/agree with the statement, "In our school, all school personnel regularly engage families in their children's learning progress."
3. Fifty-five percent of parents strongly agree/agree with the statement, "All of my child's teachers use a variety of teaching strategies and learning activities."

Leadership Capacity

(Standards 1 and 2)

+ Plus: (minimum of 75 percent strongly agree/agree)

1. Ninety-four percent of staff strongly agree/agree with the statement, "Our school's purpose statement is clearly focused on student success."
2. Ninety-four percent of staff strongly agree/agree with the statement, "Our school's leaders expect staff members to hold all students to high academic standards."
3. Eighty-four percent of staff strongly agree/agree with the statement, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning."

Δ Delta:

1. Thirty-four percent of students strongly agree/agree with the statement, "All of my teachers change their teaching to meet my learning needs."
2. Forty-nine percent of parents strongly agree/agree with the statement, "All of my child's teachers help me to understand my child's progress."

3. Twenty-nine percent of students agree/strongly agree with the statement, “In my school, all students are treated with respect.”

Resource Utilization

(Standard 4)

+ Plus: (minimum of 75 percent strongly agree/agree)

1. Eighty-eight percent of staff strongly agree/agree with the statement, “Our school provides qualified staff members to support student learning.”
2. Eighty-five percent of staff strongly agree/agree with the statement, “Our school provides high quality student support services (e.g. counseling, referrals, educational, and career planning.”

Δ Delta:

1. Twenty-eight percent of students strongly agree/agree with the statement, “In my school, the building and grounds are safe, clean, and provide a healthy place for learning.”
2. Fifty percent of parents strongly agree/agree with the statement, “Our school ensures that instructional time is protected and interruptions are minimized.”
3. Sixty-two percent of students strongly agree/agree with the statement, “In my school, I have access to counseling, career planning, and other programs to help me in school.”

Student Performance Team Worksheet Template

School Name: **Christian County High School**

School Performance Results
Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2013-2014	66.2	67.2	68.7	Yes	Yes	No
2012-2013	51.1	52.1	56.2	Yes	Yes	No

Plus

- Christian County High School met AMO in 2012-2013 and 2013-2014.

Delta

- In 2012-2013 the school improved its overall score from 51.1 to 56.2, an increase of 5.1 points. In 2013-2014 the school improved its overall score from 66.2 to 68.7, an increase of 2.5 points.
- Christian County High School did not meet its graduation rate goal in 2012-2013 or 2013-2014.

Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP End-of-Course Assessments at the School and in the State (2011-2012, 2012-2013, 2013-2014)

Content Area	%P/D School (11-12)	%P/D State (11-12)	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)
English II	42.7	52.2	40.3	55.8	40.3	55.4
Algebra II	56.9	40.0	29.3	36.0	50.7	37.9
Biology	22.2	30.3	19.9	36.3	23.8	39.8
U.S. History	26.5	39.5	32.2	51.3	37.3	58.0
Writing	38.5	43.9	36.7	48.2	40.3	43.3
Language Mech.	42.7	50.7	46.4	51.4	36.9	49.9

Plus

- Christian County High School performed well above the state average for Algebra II in both 2011-12 and 2013-14.
- Christian County High School demonstrated a consistently positive trend over a three year testing cycle in U.S. History.
- Christian County High School's overall highest performance area is Algebra II.

Delta

- Christian County High School consistently performs below the state average in English II, Biology, U.S. History, Writing, and Language Mechanics.
- Christian County High School demonstrated an overall decrease in performance over a three year testing cycle in English II and Algebra II.
- Christian County High School demonstrated inconsistent growth in performance over a three year testing cycle in Biology and Writing.
- Christian County High School's overall lowest performance area is Biology.

Average Score on PLAN, Grade 10, at the School and in the State (2011-2012, 2012-2013, 2013-2014)

Content Area	Avg. Score School (11-12)	Avg. Score State (11-12)	Avg. Score School (12-13)	Avg. Score State (12-13)	Avg. Score School (13-14)	Avg. Score State (13-14)
English	15.3	16.1	15.9	16.6	15	16.5
Math	15.6	16.8	16.0	17.1	15.7	16.9
Reading	15.7	16.6	16.1	16.8	15.3	16.7
Science	17.6	17.9	17.4	18.1	16.9	18.1
Composite	16.2	17.0	16.5	17.3	15.8	17.2

Plus

- Christian County High School's highest overall performance area is Science.

Delta

- Christian County High School scored below the state average in English, math, reading, science, and composite score.
- Christian County High School demonstrated an overall decrease in performance over a three year testing cycle in English, reading, science, and composite score.
- Christian County High School demonstrated inconsistent growth in performance over a three year testing cycle in math.
- Christian County High School's lowest overall performance area is English.

Average Score on ACT, Grade 11, at the School and in the State (2011-2012, 2012-2013, 2013-2014)

Content Area	Avg. Score School (11-12)	Avg. Score State (11-12)	Avg. Score School (12-13)	Avg. Score State (12-13)	Avg. Score School (13-14)	Avg. Score State (13-14)
English	16.1	18.4	17.6	18.4	16.9	18.7
Math	17.5	18.8	18.0	18.9	17.3	19.2
Reading	17.2	19.0	18.6	19.4	18.1	19.6
Science	17.5	19.1	18.4	19.5	18.1	19.6
Composite	17.2	19.0	18.3	19.2	17.7	19.4

Plus

- Christian County High School's highest overall performance areas are reading and science.

Delta

- Christian County High School scored below the state average in English, math, reading, science, and composite Score.
- Christian County High School demonstrated an overall decrease in performance over a three year testing cycle in math and composite score.
- Christian County High School demonstrated inconsistent growth over a three year testing cycle in English, reading, and science.
- Christian County High School's lowest overall performance area is English.

School Achievement of Proficiency and Gap Delivery Targets (2013-2014)

Tested Area (2013-2014)	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	59.7	41.0	No	53.4	34.3	No
Reading	54.0	38.1	No	46.9	30.8	No
Math	65.3	43.9	No	60.0	37.7	No
Science	37.3	22.5	No	31.4	18.9	No
Social Studies	41.0	34.8	No	35.2	29.0	No
Writing	51.3	37.5	No	46.2	30.8	No

Plus

- Christian County High School's highest overall performance area for a proficiency target is math.
- Christian County High School's highest overall performance area for a gap target is math.

Delta

- Christian County High School did not meet any proficiency or gap delivery targets in 2013-2014.
- Christian County High School's overall lowest performance area in proficiency is science.
- Christian County High School's overall lowest performance area for a gap target is science.

School Achievement of College and Career Readiness (CCR) and Graduation Rate Delivery Targets (2013-2014)

Delivery Target Type	Delivery Target (School)	Actual Score (School)	Actual Score (State)	Met Target (Yes or No)
College and Career Readiness	**55.0**	**63.5**	**62.4**	**Yes**
Graduation Rate	**89.9**	**86.9**	**87.5**	**No**

Plus

- Christian County High School met its College and Career Readiness Delivery Target in 2013-2014.
- Christian County High School's College and Career Readiness score is above the state average.

Delta

- Christian County High School did not meet its Graduation Rate Delivery Target in 2013-2014.
- Christian County High School' Graduation Rate is below the state average.

Program Reviews 2013-2014						
Program Area	**Curriculum and Instruction (3 pts possible)**	**Formative & Summative Assessment (3 pts possible)**	**Professional Development (3 pts possible)**	**Administrative/ Leadership Support (3 pts possible)**	**Total Score (12 points possible)**	**Classification**
Arts and Humanities	2.65	2.43	2.0	2.10	9.2	Proficient
Practical Living	2.30	2.17	2.67	2.42	9.6	Proficient
Writing	2.0	2.0	2.11	2.29	8.4	Proficient

Plus

- Christian County High School program reviews are classified as Proficient in Arts and Humanities, Practical Living, and Writing.
- Christian County High School's highest overall combined performance area is Curriculum and Instruction.
- Christian County High School's highest overall performance area based on total score in Program Review is Practical Living, with an overall score of 9.6.

Delta

- Christian County High School's lowest overall combined performance area is Professional Development.
- Christian County High School's lowest overall performance area based on total score in Program Review is Writing, with an overall score of 8.4.

2015 School Diagnostic Review Schedule

Christian County High School

Sunday

Time	Event	Where	Who
3:00 p.m.	Hotel Check-in	Hotel	Diagnostic Review Team Members
4:00 p.m. – 5:15 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:15 p.m. – 6:15 p.m.	Principal's Overview Presentation Standards Presentation - Questions/topics to be addressed:	Hotel Conference Room	Diagnostic Review Team Members
6:15 p.m. – 7:15 p.m.	Dinner		Diagnostic Review Team Members
7:15 p.m. – 8:30 p.m.	Team Work Session #1 (Agenda provided by Lead Evaluator) • Review initial indicator ratings. • Review team schedule and individual team member responsibilities • Review classroom observation procedures and interview procedures • Prepare questions for principal interview • Determine other questions that the team needs to have answered	Hotel Conference Room	Diagnostic Review Team Members

Monday

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at school	School office	Diagnostic Review Team Members
8:15 a.m. – 9:13 a.m.	Principal interview	Curriculum Office	Diagnostic Review Team Members
9:13 a.m. – 11:50 a.m.	Begin school and classroom observations (Some team members may be assigned to interview individuals or groups during this time.)		Diagnostic Review Team Members (working in pairs or as individuals)
11:50 a.m.-12:32 p.m.	Lunch & Team Meeting		Diagnostic Review Team Members
11:45 a.m. – 3.45 p.m.	School and classroom observations continue (Some team members may be assigned to interview individuals or groups during this time.)		Diagnostic Review Team Members (working in pairs or as individuals)
	Individual interviews: 1. all administrators		Diagnostic Review Team Members

	2. 25% of professional staff (representing a cross-section of the faculty)		(working in pairs or as individuals)
	1. parent leaders 2. students 3. support staff		Diagnostic Review Team Members (working in pairs or as individuals)
	Review of paper artifacts and documentation that could not be provided electronically. (Documents and artifacts provided in the advance to the DR team electronically organized by standard, i.e., Google Docs or via a flash drive)		Diagnostic Review Team Members (working in pairs or as individuals)
3:45 p.m.	Team returns to hotel		Diagnostic Review Team Members
5:30 p.m.– 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 p.m. – 9:00 p.m.	Evening Work Session #2 (Agenda provided by Lead Evaluator)	Hotel conference room	Diagnostic Review Team Members

Tuesday

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:45 a.m.	Team arrives at school		Diagnostic Review Team Members
8:15 a.m. – 11:50 a.m.	Continue interviews as necessary not completed on day #1 Artifacts review Complete school and classroom observations as necessary		Diagnostic Review Team members (working in pairs or as individuals)
11:50 a.m. – 12:32 p.m.	Lunch & Team Meeting		Diagnostic Review Team Members
12:32 p.m. – 3:45 p.m.	Continue interviews as necessary not completed on day #1 Artifacts review Complete school and classroom observations as necessary		Diagnostic Review Team Members (working in pairs or as individuals)
3:45 p.m.	Team Returns to hotel		Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 p.m. – 9:30 p.m.	Evening Work Session #3 (Agenda provided by Lead Evaluator) The team should examine and reach consensus on: • 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 • Identification of Promising Practices which can be linked to a specific indicator. These can be emerging or newly initiated processes, approaches or practices that, when fully implemented, have the potential to significantly improve the	Hotel Conference Room	Diagnostic Review Team Members

	indicator rating improve performance or the effectiveness of the school/district. • Principal Debriefing PowerPoint presentation		

Wednesday

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Check out of hotel and departure for school	Hotel	Diagnostic Review Team Members
8:00 a.m.– 11:00 a.m.	Final Team Work Session All team members review all components of the Diagnostic Review team's findings including: • Final ratings for standards and indicators • Coherency and accuracy of the Opportunities for Improvement, Improvement Priorities, Powerful Practices • Summary overview for each standard (in each standard workbook) • Brief narrative that further expands upon the individual learning environment ratings • Principal's Debriefing Conference PowerPoint presentation		Diagnostic Review Team Members (working in pairs or as individuals)
11:00 a.m.– 2:30 p.m.	• Complete written report • Peer reviewing and editing		Diagnostic Review Team Members
11:30 a.m.-12:30 p.m.	Working Lunch		Diagnostic Review Team Members
2:00 p.m. – 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>		Diagnostic Review Team

School Diagnostic Review Summary Report

Christian County High School

Christian County Public Schools

3/08/2015 – 3/11/2015

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

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

Principal Authority:

Because Christian County High School currently has an interim Principal, no leadership determination can be made at this time.

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 High School.

Principal, Christian County High School

_____Date:_____

Superintendent, Christian County Public Schools

_____Date:_____