



The purpose of this addendum is to provide feedback on progress made in addressing identified deficiencies in the 2011-2012 Leadership Assessment Report for Dayton High School.

Deficiency 1: The principal indicates a need for skill and knowledge enhancement, but has identified no specific plan to address those needs.

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

School evidence:

- District leadership meetings
- PPGES training with superintendent
- Book study
- Principal's Roundtable
- E-mails

School comments:

Since the last audit, Dayton High School has had the advantage of three Educational Recovery Specialists working within its walls. The principal has benefited in the following ways:

1. The new principal was hired in July 2013.
2. The Educational Recovery Leader works with the principal as a mentor, to develop him into a leader capable of leading the school to proficiency.
3. The superintendent also works closely with the principal, providing guidance as necessary. The superintendent also hosts monthly leadership meetings for further professional development.
4. The principal is also a member of the Kentucky Leadership Academy and has those resources if called upon.
5. The former principal remains in the district. He is now the Director of Teaching and Learning. He has proven to be an invaluable resource to the current principal while getting to know staff, students, and the district as a whole.

Team evidence:

- Principal interview and presentation
- Interview with the superintendent and Director of Teaching and Learning
- Teacher interviews
- Discussion of the book studies that the principal is conducting with staff

Team comments:

The principal appears to be on the right track to learn more about leading the school to higher levels of achievement. The principal indicates that he would like to be more involved in professional organizations and trainings in the upcoming year.

Deficiency 2: The school council is not in compliance with state statute and regulations.

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

School evidence:

- SBDM binder
- SBDM meeting notes
- KASC review of policies
- Sharing of SBDM notes with all staff
- KASC recommendations for SBDM meeting agendas

School comments:

1. During the 2012-2013 academic years, all SBDM (school-based decision making) policies were reviewed, revised, or rewritten by the SBDM council.
2. All SBDM policies were sent to KASC (Kentucky Association of School Councils) for review of best practices and compliance of state law. KASC provided feedback which was shared with the SBDM council and all areas of non-compliance were addressed.
3. KASC sends monthly recommendations for SBDM meetings. Those recommendations are always consulted for guidance when developing agendas.

Team evidence:

Principal interview and presentation
SBDM agendas

Team comments:

The school's SBDM has started revising all policies and sending them to KASC to ensure they are compliant with state law. Agendas also indicate that the council is following KASC recommendations.

Deficiency 3: The school curriculum is not aligned with state standards.

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

School evidence:

- E-mail communication from NKCES
- PLC agendas
- English department attendance of regional meeting (professional development)
- Science department attendance at regional meetings
- Social studies attendance at regional meetings
- Collaboration with elementary school during PLC meetings to ensure 6th grade alignment with the high school
- Timelines in each classroom
- Pacing guides
- PD trainings
- Early release meetings for trainings
- Walkthroughs

School comments:

1. The school developed a relationship with the Northern Kentucky Cooperative for Educational Services (NKCES). This educational agency came to the school during the 2012-2013 academic years and helped guide the math and English departments in aligning curriculum and enhancing instruction.
2. During the 2012-2013 academic years, the math and English departments attended regional meetings once per month to align curriculum and enhance instruction through better understanding of the Common Core.
3. The science and social studies departments are currently attending off-site regional meetings to learn about the new Common Core Standards in their related subjects.
4. Department level PLCs (professional learning communities) were implemented by staff during the 2012-13 academic years. During these

meetings, the 6th grade subject level teacher from the elementary school is also involved for vertical alignment. All department PLCs use a standard agenda. The agenda requires analysis of data, assessment and curriculum. After each PLC, meeting notes are sent to all staff for transparency and to help with horizontal alignment.

5. All teachers create timelines at the beginning of the academic year.
6. All teachers are responsible for creating pacing guides one week in advance. At the end of each month, and after modifying for accuracy, pacing guides are then e-mailed in a monthly template to the principal for review and guidance. During staff meetings, teachers are asked to share their strategies for developing pacing guides and for using them to guide their instruction.

- Team evidence:
- PLC agendas
 - Principal and teacher interviews
 - Examination of timelines

Team comments:
 While the team commends the school for beginning the PLC process, teacher interviews and a review of related documents indicate that the PLC process needs to be strengthened by either finding more time to meet (possibly during the early release days) and by developing more procedures to guide the meetings. A process to monitor the effectiveness the PLCs are having on instruction (and that instruction is being modified due to data results) needs to be refined.

Deficiency 4: The principal does not ensure that all teachers analyze student work to guide instruction or use rigorous instructional strategies to meet the needs of all students.

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

- School evidence:
- MAP test data analysis
 - Student goal-setting after examinations
 - Ten Marks program for mathematics progress monitoring
 - Reading Mate program for reading progress monitoring
 - MemBean program for vocabulary building and progress monitoring
 - Four rounds of school-wide practice testing

- Formative assessment training through KDE
- Quarterly Report analysis
- E-mails
- Agendas from formative assessment trainings by district and school staff

School comments:

Freshman and sophomore students complete MAP testing three times per year. The results of MAP testing are analyzed with students and academic performance is recorded. The progress recorded is for each individual student and for specific groups of students based upon grade levels and subject areas. Students that are below benchmark receive reading and math intervention in programs called Ten Marks, Reading Mate and MemBean.

1. Students' progress in math and reading are also monitored throughout the year using Star Math and various reading assessments.
2. All sophomores and juniors participate in several rounds of practice testing throughout the year involving the PLAN and ACT tests. After each test, data is collected and delineated to teachers. Teachers use that data to plan and implement their instruction based upon student needs. In addition, each student has a conference with an adult to review all sections of the practice tests and to set goals for future tests.
3. Teachers have worked closely with Educational Recovery Specialists in the development of formative assessments and the use of those assessments for learning.
4. Each high school teacher works as a member of a PLC by department. During the PLC process student academic success and failure is discussed. The teachers work together to improve instruction and to reach at-risk youth.
5. Staff participates in the development of Quarterly Reports. These reports require disseminating data and setting goals on information ranging from student attendance to academic progress.

Team evidence:

- Principal interview and presentation
- Teacher interviews
- Classroom observations

Team comments:

Interviews and classroom observations indicate that the staff is beginning to examine data, but that little change has occurred in instruction as a result.

Deficiency 5: Teachers do not have a clear understanding of formative assessment for learning.

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

School evidence:

- E-mails
- Agendas from formative assessment trainings by district and school staff
- PD trainings
- Early release meetings for trainings
- Walkthroughs
- PowerPoint presentations

School comments:

Since the last audit, teachers have received multiple professional development hours of training involving the use of formative assessment for learning. The Educational Recovery Team has also made formative assessment for learning a point of focus when working with teachers.

Team evidence:

- Teacher and student interviews
- Classroom observations
- Agendas for faculty meetings

Team comments:

Even though the staff has received training on effective uses of formative assessment, interviews with staff and students as well as ELEOT classroom observations indicate that formative assessments are not being used regularly as a tool to check for student understanding. Data from formative assessments are not regularly used to change instruction in the classroom to improve student learning.

Deficiency 6: There is no formal communication plan.

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

School evidence:

- School communication plan
- Student Services communication plan

School comments:

The school now has a written communication plan. In addition our counseling department has also created a communication plan for student mental health needs, scheduling, and other non-academic needs.

Team evidence:

- Principal interview and presentation
- Parent interviews
- Counselor presentation

Team comments:

The school has developed an effective communication plan for letting school personnel know who is responsible for a variety of student-related tasks; however, in interviews with parents, most felt that the school needed to do a better job of informing them of special events that were taking place at the school.