

Report of the Diagnostic Review Team for Dayton Independent

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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

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

Dayton Independent Schools hosted a Diagnostic Review from January 31 through February 3, 2016. The four-day on-site review involved a six member team who provided their knowledge, skills and expertise for carrying out the Diagnostic Review process and developing this written report of their findings.

The Diagnostic Review Team expresses its appreciation to the staff and stakeholders of Dayton Independent Schools for their hospitality and welcome throughout the visit. The leadership team is commended for their prompt response to the Team's varied requests and commitment to the process of continuous improvement.

Prior to the start of the Diagnostic Review, the Team engaged in conference calls and various communications to complete the initial intensive study, review and analysis of various documents provided by the district. In addition, the Team conversed electronically to determine team member assignments and discuss logistics for the on-site review. The Lead Evaluator communicated and collaborated with district officials on numerous occasions prior to the visit to ensure a positive, productive on-site review.

Team members arrived in Dayton, Kentucky on January 31, 2016, and convened for a work session to discuss the preliminary review of data and information, consider points of inquiry, review team member individual schedules and prepare for upcoming interviews. As part of the initial work session, the principal presented an overview of Dayton High School's progress toward each of the Improvement Priorities identified during the previous Diagnostic Review and briefed the Team about key initiatives that have been implemented under his leadership.

The Diagnostic Review Team worked on-site from February 1 through 3, 2016. As part of the on-site work, Team members conducted interviews with district leadership, personnel, community members, business partners, board members, parents and instructional and support staff members. Throughout the Diagnostic Review process, the Team examined artifacts and evidence provided by Dayton Independent Schools. In addition, the Team met on the evenings of February 1, 2016, and February 2, 2016, to review interview data, discuss additional evidence, rate each of the indicators and identify Improvement Priorities.

A total of 29 stakeholders were interviewed, and 17 classrooms were observed during the Diagnostic Review. Throughout the Diagnostic Review, school leaders, faculty and staff were open and honest in discussing their continuous improvement efforts at Dayton Independent Schools.

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
Board Members	5
Administrators	5
Instructional Staff	3
Support Staff	6
Parents/Community/Business Leaders	10
Total	29

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.

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

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 system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Indicator	Description	Review Team Score
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	1.50
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	1.83
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2.00
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1.50
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	2.00
3.6	Teachers implement the system's instructional process in support of student learning.	1.00
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	2.00
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	2.00
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	2.00

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.	2.67
3.11	All staff members participate in a continuous program of professional learning.	2.00
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	2.50

Standard 5 - Using Results for Continuous Improvement

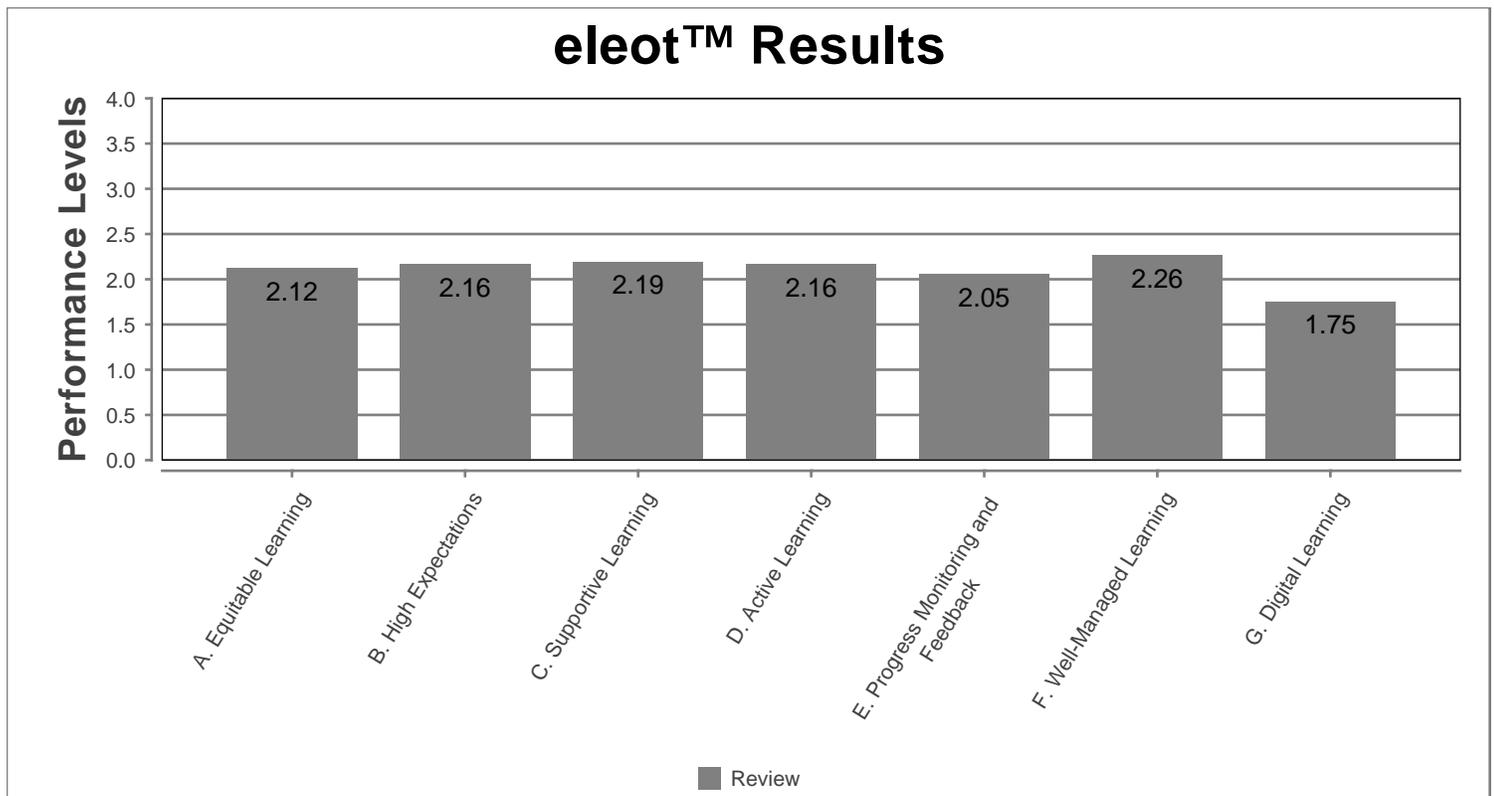
The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

Indicator	Description	Review Team Score
5.1	The system 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 that support learning.	2.00
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	2.00
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	2.00
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	2.00

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™.



The Diagnostic Review Team conducted 17 classroom observations using the eleot™ classroom observation tool. All core classrooms were observed.

Observation data suggest widely varying levels of effectiveness across the school for all Learning Environments. Of concern to the Team were the following learning conditions, which the Team detected infrequently or inconsistently: 1) differentiated instruction that met the needs of all students, 2) an over reliance

on formative assessment questions to promote academic rigor and higher order thinking, 3) authentic student engagement, 4) well-managed environments through consistently enforced, school-wide positive behavioral supports and 5) the limited use/understanding of exemplars and available technologies as instructional tools.

The Equitable Learning Environment received an overall rating of 2.12 on a 4 point scale. A relative strength within this learning environment was "equal access to classroom activities, resources, technology and support" (A2), which received a rating of 2.53 and was evident in 53 percent of classrooms observed. Another relative strength was "knows that rules and consequences are fair, clear, and consistently applied" (A3), which received a rating of 2.41 and was evident in 53 percent of classrooms observed. Generally, teachers did not provide students with access to "differentiated learning opportunities and activities that meet his/her needs" (A1), which received a rating of 2.00 and was evident only in 35 percent of classrooms observed. Direct instruction was the primary form of classroom instruction observed by the Diagnostic Review Team, and students were largely observed listening, taking notes and completing seat work.

The High Expectations Learning Environment received an overall rating of 2.16 on a 4 point scale. During classroom observations, "activities and learning that are challenging but attainable" (B2) were evident in 47 percent of classrooms observed and received a rating of 2.35. A concern of the Team was the lack of evidence to suggest students were "provided exemplars of high quality work" (B3). Despite a school-wide emphasis on the use of exemplars as an instructional practice, instances of exemplars being used were evident in 23 percent of classrooms observed and received the lowest rating of this Learning Environment at 1.59. During classroom observations, team members noted that classroom teachers lack a shared understanding of how to use exemplars effectively. When exemplars were used in classrooms, they were not accompanied by descriptive criteria or sufficient discussion to assist student understanding of "high quality work." Team members found that "questions that require higher order thinking" (B5) were evident in 35 percent of classrooms observed. While there were school-wide efforts to integrate higher order thinking questions into bell ringer activities and 10 X 10 formative assessments, classroom instruction rarely went beyond direct instruction or asked students to think critically as a routine part of instruction in each classroom.

The Supportive Learning Environment received an overall rating of 2.19 on a 4 point scale. A strength in this Learning Environment was the "support and assistance to understand content and accomplish tasks" (C4), which received the highest rating at 2.59 and was evident in 59 percent of classrooms observed. While support and assistance was evident in a majority of classrooms, "additional/alternative instruction and feedback at the appropriate level of challenge for his/her needs" was only evident in 12 percent of classrooms and received the lowest rating in this Learning Environment at 1.76. Observers noted the lack of re-teaching and progress monitoring that occurred for individual students.

The Active Learning Environment received an overall rating of 2.16 on a 4 point scale. It was evident in 41 percent of classrooms observed that students were "actively engaged in the learning activities" (D3) and was rated at 2.35. It was somewhat evident in 59 percent of classrooms observed that students had "several opportunities to engage in discussions with teachers and other students" (D1). These results suggest that student engagement and active learning (e.g., peer coaching, mentoring) would be an area to leverage for significant improvement in student achievement.

The Progress Monitoring and Feedback Learning Environment received an overall rating of 2.05 on a 4 point scale and represented the second lowest rating of the seven Learning Environments. Many of the indicators were closely associated with the need to provide individualized feedback and progress monitoring. Observers detected that students being "asked and/or quizzed about individual progress/learning" (E1), "responds to teacher feedback to improve understanding" (E2) or "demonstrates or verbalizes understanding of the lesson/content" (E3) were somewhat evident in 64 to 70 percent of classrooms observed. Of concern to the Team was that "understands how her/his work is assessed" (E4) was evident in only 17 percent of classrooms observed and represented the lowest area of this Learning Environment with a rating of 1.71.

Given recent changes to the school's grading policy that specifically references students having multiple opportunities to demonstrate understanding, the Team is equally troubled that students generally do not understand how their work is assessed. Student feedback could be improved through the use of descriptive criteria associated with classroom exemplars and/or through re-teaching prompted by 10X10 formative assessment results to help students self-diagnose their own learning (i.e., assessment "for" learning, rather than assessment "of" learning).

The Well-Managed Learning Environment received an overall rating of 2.26 on a 4 point scale and represents the strongest of the seven Learning Environments observed. In 41 percent of classrooms, observers found evidence that students speak and interact "respectfully with teacher(s) and peers" (F1), "follows classroom rules and works well others" (F2) and "knows classroom routines, behavioral expectations and consequences" (F5). Observers noted that transitions between activities generally failed to maximize time and lacked organization. "Students transitioning smoothly and efficiently to activities," for example, were evident in only 17 percent of classrooms and somewhat evident in 59 percent of classrooms. This represents the lowest rating of this Learning Environment with a rating of 1.94. Team members found inconsistencies in the use of positive behavioral supports and in some instances, significant loss in instructional time was expended on non-instructional tasks.

The Digital Learning Environment received an overall rating of 1.75 on a 4 point scale. It was evident in 35 percent of classrooms (G1) that technology was used to exhibit videos or share teacher created PowerPoint presentations aligned to lesson content. Student use of technology to "conduct research, solve problems, and/or create original works for learning" (G2) was evident in 12 percent of classrooms and resulted in a rating of 1.59. Student use of technology to "communicate and work collaboratively for learning" was evident in 18 percent of classrooms and resulted in a rating of 1.65. The Digital Learning Environment was the lowest of the seven Learning Environments evaluated, suggesting that the recent additions of technology (e.g., shared Tablet carts) have not yet been leveraged by teachers and students to individualize learning.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.00	Has differentiated learning opportunities and activities that meet her/his needs	0.00%	35.29%	29.41%	35.29%
2.	2.53	Has equal access to classroom discussions, activities, resources, technology, and support	0.00%	52.94%	47.06%	0.00%
3.	2.41	Knows that rules and consequences are fair, clear, and consistently applied	0.00%	52.94%	35.29%	11.76%
4.	1.53	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	0.00%	5.88%	41.18%	52.94%
Overall rating on a 4 point scale: 2.12						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.29	Knows and strives to meet the high expectations established by the teacher	0.00%	35.29%	58.82%	5.88%
2.	2.35	Is tasked with activities and learning that are challenging but attainable	0.00%	47.06%	41.18%	11.76%
3.	1.59	Is provided exemplars of high quality work	0.00%	23.53%	11.76%	64.71%
4.	2.29	Is engaged in rigorous coursework, discussions, and/or tasks	0.00%	35.29%	58.82%	5.88%
5.	2.29	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	0.00%	35.29%	58.82%	5.88%
Overall rating on a 4 point scale: 2.16						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.35	Demonstrates or expresses that learning experiences are positive	0.00%	41.18%	52.94%	5.88%
2.	2.12	Demonstrates positive attitude about the classroom and learning	0.00%	35.29%	41.18%	23.53%
3.	2.12	Takes risks in learning (without fear of negative feedback)	0.00%	23.53%	64.71%	11.76%
4.	2.59	Is provided support and assistance to understand content and accomplish tasks	0.00%	58.82%	41.18%	0.00%
5.	1.76	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	0.00%	11.76%	52.94%	35.29%
Overall rating on a 4 point scale: 2.19						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.29	Has several opportunities to engage in discussions with teacher and other students	0.00%	35.29%	58.82%	5.88%
2.	1.82	Makes connections from content to real-life experiences	0.00%	23.53%	35.29%	41.18%
3.	2.35	Is actively engaged in the learning activities	0.00%	41.18%	52.94%	5.88%
Overall rating on a 4 point scale: 2.16						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.94	Is asked and/or quizzed about individual progress/learning	0.00%	11.76%	70.59%	17.65%
2.	2.12	Responds to teacher feedback to improve understanding	0.00%	23.53%	64.71%	11.76%
3.	2.35	Demonstrates or verbalizes understanding of the lesson/content	0.00%	35.29%	64.71%	0.00%
4.	1.71	Understands how her/his work is assessed	0.00%	17.65%	35.29%	47.06%
5.	2.12	Has opportunities to revise/improve work based on feedback	0.00%	41.18%	29.41%	29.41%
Overall rating on a 4 point scale: 2.05						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.41	Speaks and interacts respectfully with teacher(s) and peers	0.00%	41.18%	58.82%	0.00%
2.	2.35	Follows classroom rules and works well with others	0.00%	41.18%	52.94%	5.88%
3.	1.94	Transitions smoothly and efficiently to activities	0.00%	17.65%	58.82%	23.53%
4.	2.24	Collaborates with other students during student-centered activities	5.88%	29.41%	47.06%	17.65%
5.	2.35	Knows classroom routines, behavioral expectations and consequences	0.00%	41.18%	52.94%	5.88%
Overall rating on a 4 point scale: 2.26						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.00	Uses digital tools/technology to gather, evaluate, and/or use information for learning	5.88%	29.41%	23.53%	41.18%
2.	1.59	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	0.00%	11.76%	35.29%	52.94%
3.	1.65	Uses digital tools/technology to communicate and work collaboratively for learning	0.00%	17.65%	29.41%	52.94%
Overall rating on a 4 point scale: 1.75						

Findings

Improvement Priority

Collaboratively develop, implement and formally monitor a districtwide instructional process that clearly informs students of learning expectations and standards of performance; provides students with exemplars of high quality work; uses data from multiple measures, including formative assessments, to inform and modify instruction and provides students with specific and timely feedback about their learning.

(Indicator 3.6)

Primary Indicator

Indicator 3.6

Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in the attachments of this report, indicate gains have been made in English II over the three-year testing cycle as well as gains in Algebra II, Biology, U.S. History and writing. However, Dayton High School performed below the state average in every assessed area (English II, Algebra II, Biology, U.S. History, writing, language mechanics) in 2014-2015 as well as in 2013-2014. Additionally, a negative trend prevails over a three year testing cycle in language mechanics. Data show inconsistent growth in student performance over a three-year testing cycle in Algebra II and writing. The school's overall lowest performance area was Algebra II for 2014-2015. This suggests the district has not established practices or conditions that ensure a consistently implemented, well-defined instructional process that uses formative assessment data to guide modifications to instruction.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, revealed students are rarely “provided exemplars of high quality work” with this item rated evident/very evident in 24 percent of classrooms. Moreover, classroom observation data were mixed relative to students being “tasked with activities and learning that are challenging” and “engaged in rigorous coursework, discussions, and/or tasks” with only 47 percent and 35 percent of classrooms rated as evident/very evident, respectively. Classroom observation data also suggest a minimal level of progress monitoring occurred in classrooms as evidenced by this learning environment being rated at 1.94 on a 4 point scale. Specifically, the Team rated “responding to teacher feedback to improve learning” evident/very evident in 24 percent of classrooms and “demonstrating or verbalizing their understanding of the lesson” evident/very evident in 35 percent of classrooms. These results suggest the district does not currently implement or monitor a well-articulated instructional process that clearly informs students of their learning expectations and standards of performance, provide students with exemplars of high-quality work or give students specific and timely feedback about their learning.

Stakeholder Survey Data:

Sixty-three percent of student respondents agreed/strongly agreed with the statement “All of my teachers explain their expectations for learning and behavior so I can be successful.” In addition, only 67 percent of student respondents agreed/strongly agreed with the statement “All of my teachers provide me with information about my learning and grades.” Although parent survey results revealed 92 percent of respondents agreed/strongly agreed with the statement “My child knows the expectations for learning in all classes”, staff survey results indicated 52 percent of respondents agreed/strongly agreed with a similar statement, “All teachers in our school provide students with specific and timely feedback about their learning.”

Stakeholder Interviews:

Interviews with stakeholders did not reveal the existence of a well-articulated instructional process that systemically guides teaching and learning across the district.

Improvement Priority

Develop and implement a process for school and district leadership to monitor the effectiveness of programs and district-wide initiatives to ensure implementation fidelity, documentation of progress and analysis of results. (Indicator 5.2)

Primary Indicator

Indicator 5.2

Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in the attachments of this report, indicate some positive gains have

been made in English II over the three-year testing cycle as well as gains in Algebra II, Biology, U.S. History and writing. However, Dayton High School performed below the state average in every assessed area (English II, Algebra II, Biology, U.S. History, writing, and language mechanics) in 2014-2015 as well as in 2013-2014. Additionally, a negative trend prevails over a three-year testing cycle in language mechanics. Data revealed inconsistent student growth in performance over a three-year testing cycle in Algebra II and writing. The school's overall lowest performance area was Algebra II for 2014-2015. Data suggest the district has not been effective in monitoring program effectiveness and district-wide initiatives to ensure verifiable growth in student achievement over time.

Stakeholder Interviews:

The superintendent's presentation revealed that many initiatives and programs have been implemented; however, district administrators were unable to identify a process by which these programs and initiatives were monitored and evaluated for effectiveness.

Documents and artifacts:

A review of evidence and artifacts did not reveal a formally documented process and did not indicate that all system personnel use data to monitor and evaluate program effectiveness. The district and its respective schools have launched a myriad of programs designed to meet the unique learning needs and interests of the students they serve. However, the district has not formally established a mechanism by which these programs can be monitored and evaluated to determine the impact on student success or the fidelity of implementation across the district.

Improvement Priority

Develop, implement, document and continuously monitor a process that engages all stakeholders in the systematic review and adjustment of curriculum, instruction and assessment based on multiple sources of student performance data, as well as an examination of professional practice.

(Indicator 3.2)

Primary Indicator

Indicator 3.2

Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in the attachments of this report, indicated the district's achievement gap delivery targets were not met in math, social studies and writing. Furthermore, the percentage of students scoring proficient/distinguished on End-of-Course assessments in Algebra II, U.S. History, writing and language mechanics were well below state averages. The percentage of students meeting the benchmarks on the ACT in English and math shows a downward trend over the past three years.

Stakeholder Survey Data:

Forty-eight percent of students agreed/strongly agreed with the statement, “All of my teachers change their teaching to meet my learning needs,” suggesting that teachers do not systematically adjust instruction based on student performance data. Sixty-eight percent of staff agreed/strongly agreed 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,” suggesting many teachers do not differentiate instruction to meet the specific needs of students.

Stakeholder Interviews:

In interviews, district administrators were not able to define how the district systematically supports the school in adjusting curriculum, instruction and assessment based on multiple student performance data. Although there is ample evidence of informal conversations occurring between district and school administrators, there is no evidence of a clearly defined process by which these conversations lead to improved student achievement or professional practice.

Documents and artifacts:

A review of evidence and artifacts did not reveal the existence of a curriculum document aligned to standards or a formally, documented process by which curriculum is monitored and adjusted based on student performance data.

Improvement Priority

Establish, implement and document a formal and consistent districtwide process that monitors the implemented curriculum and instructional practices and provides teachers and school leadership with specific and timely written feedback on the improvement of instructional practices aligned to district values and beliefs and ensures students are actively engaged in meaningful learning.

(Indicator 3.4)

Primary Indicator

Indicator 3.4

Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in the attachments of this report, indicated a downward trend in the percentage of students meeting the ACT PLAN and ACT Benchmark scores. While students scoring proficient/distinguished on the End-of-Course exams demonstrated an increase in three content areas, data indicated a decline in student performance in U.S. History, writing and language mechanics over the past three years. Although there has been an increase in the overall state accountability scores for Dayton Independent Schools, the district’s graduation rate goal was not met in 2014-2015. Data suggest the district has not

established effective processes or practices that ensure students are actively engaged in the learning process or that teachers are consistently implementing research-based instructional strategies.

Stakeholder Survey Data:

Although approximately 91 percent of staff members agreed/strongly agreed with the statement “Our school’s leaders regularly evaluate staff members on criteria designed to improve teaching and learning,” survey results indicated limited agreement regarding the use of supervisory feedback to improve student learning with only 71 percent of staff members who agreed/strongly agreed to this concept.

Stakeholder Interviews:

Stakeholder interviews revealed the monitoring of instructional practices is done informally with verbal feedback shared between administration and instructional staff members. However, interview data also indicated that administrators were aware of the need to create a formal, documented process to provide intentional, timely feedback aligned to the district’s beliefs about teaching and learning.

Documents and Artifacts:

A review of documents and artifacts revealed the lack of a formalized monitoring process that provides individual teachers and school leadership with specific and timely written feedback on the improvement of instructional practices.

Improvement Priority

Facilitate the articulation of a rigorous, standards-based, district-wide K-12 curriculum that provides equitable and challenging learning experiences and ensures all students have sufficient opportunities to develop learning, thinking and life skills.

(Indicator 3.1)

Primary Indicator

Indicator 3.1

Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in the attachments of this report, indicate some positive gains have been made in English II over the three-year testing cycle as well as gains in Algebra II, Biology, U.S. History and writing. However, Dayton High School performed below the state average in every assessed area (English II, Algebra II, Biology, U.S. History, writing, language mechanics) for 2014-2015 as well as 2013-2014. Additionally, a negative trend prevailed over a three-year testing cycle in language mechanics. There is inconsistent growth in performance over a three-year testing cycle in Algebra II and writing. The school’s overall lowest performance area is Algebra II for 2014-2015. Data suggest the district has not been effective in

facilitating conversations about the state-adopted core standards to ensure a standards-based K-12 curriculum that promotes challenging and equitable coursework.

Classroom Observation Data:

Classroom observations, as detailed in the Teaching and Learning Impact section of this report, revealed that high expectations for all students and rigor are areas in need of improvement. It was evident/very evident in 35 percent of classroom that students “know and strive to meet high expectations established by the teacher.” Instances in which students were provided “additional/alternative instruction and feedback at appropriate level of challenge” were evident/very evident in 12 percent of classrooms. In addition, only 35 percent of observations indicated it was evident/very evident that classrooms had differentiated learning opportunities and activities that met individual student needs.

Stakeholder Survey Data:

Parent survey data indicated that 75 percent of respondents agreed/strongly agreed with the statement, “All of my child’s teachers give work that challenges my child.” Additionally, parent survey results indicated 85 percent of respondents agreed/strongly agreed with the statement, “My child is prepared for success in the next school year.”

Data collected from student surveys, however, revealed information inconsistent to these findings. Sixty-eight percent of student respondents agreed/strongly agreed with the statement, “My school provides me with challenging curriculum and learning experiences,” suggesting the majority of students cannot confirm this highly effective condition exists across the school. Student survey data indicated that 45 percent of respondents agreed/strongly agreed with the statement, “My school prepares me to deal with issues I may face in the future.” Further, student survey data indicated that 48 percent of respondents agreed/strongly agreed with the statement, “All of my teachers change their teaching to meet my learning needs.”

Stakeholder Interviews:

While stakeholder interview data indicated that informal and cordial conversations among all administrators occurred frequently, there was little evidence to indicate that curriculum planning, guidance and feedback has been district-initiated.

Documents and artifacts:

A review of unit plans, pacing guides, daily lesson plans, Professional Learning Community agendas and District Leadership Team meeting agendas did not reveal the existence of a defined, challenging and equitable K-12 curriculum. Furthermore, little evidence existed that suggested the district provided feedback or guidance about the quality of curriculum being implemented across the system.

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.

Standard 1 - Purpose and Direction

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

Indicator	Description	Review Team Score
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	2.67
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	2.33
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	2.00
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.00

Standard 2 - Governance and Leadership

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

Indicator	Description	Review Team Score
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	2.83
2.2	The governing body operates responsibly and functions effectively.	3.00
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	3.00
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	2.67
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	2.17
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	2.17

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 system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

Indicator	Description	Review Team Score
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	3.00
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	2.33
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.00
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	3.00
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	2.83

Indicator	Description	Review Team Score
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	3.00
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	2.67
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	2.00

Conclusion

The district's last Diagnostic Review report identified eight Improvement Priorities with each of the respective indicators rated at a level 1. These Improvement Priorities emphasized the development of a systematic process to review, revise and communicate a system-wide purpose for student success; the implementation of engaging instructional strategies within a well-articulated instructional process; the revision of school grading practices and policies and the creation of effective recruitment and retention processes as well as the coordination of learning support services and strategic resource management practices to support the purpose and direction of Dayton Independent Schools. As outlined in the Leadership Addendum of this report, the 2016 Diagnostic Review Team believes that four of these Improvement Priorities have been addressed satisfactorily with evidence supporting the partial implementation of three. Finally, one Improvement Priority is addressed again as part of this report.

Interview data revealed that the district engaged stakeholders in a collaborative process to establish a system-wide vision and mission that emphasizes student achievement, continuous improvement, positive school and community partnerships and fiscal responsibility. The leadership team of Dayton Independent Schools appeared to genuinely care for the students and expressed concern about the high school's performance. Isolated examples of effectiveness in teaching and classroom management were observed by the school's Diagnostic Review Team, and evidence suggests that teachers sometimes work individually and collaboratively to review data, make informed instructional decisions and plan improvement efforts.

Data from leadership and staff interviews suggested that they are aware of many areas of needed improvement related to student achievement, professional practice and organizational effectiveness. The superintendent spoke candidly of holding staff, parents and students to high expectations in order to develop a positive culture that fosters a safe, orderly and challenging learning environment for all students. District administrators frankly expressed their desire to competitively recruit effective teachers to maximize learning opportunities for all students through purposeful staff assignment. Moreover, the school's administrative team articulated the need to implement a more accountable evaluation process in which routine classroom walkthroughs result in meaningful feedback to assist teachers in improving their professional practice, thereby increasing student achievement.

The district has implemented a few strategies to promote positive student behavioral expectations; however, staff members acknowledged the need to implement a more organized, consistent behavior management system with clear goals and expectations that can be tracked and communicated to stakeholders. Although the Team observed isolated examples of effectiveness in teaching and classroom management, the quality of instruction varied among classrooms, and few instances of instructional differentiation to meet the various needs of students were noted. Stakeholder interviews, survey data and a review of documents and artifacts substantiated the need for the school community to focus on developing a culture of collective responsibility among leadership and staff. A commitment to shared values and beliefs about teaching and learning that ensure students receive equitable, challenging and engaging learning experiences should be a priority.

Addressing curriculum, instruction and assessment practices remain critical areas of needed improvement for

the district. Classroom observation data revealed a lack of research-based, rigorous instruction being consistently implemented. Assessment practices indicated teachers sometimes use data in purposeful ways to inform instruction, but interview data revealed that teachers rarely used formative assessment results to guide instructional planning. The district should find ways to actively engage teachers in collaboration related to aligning curriculum alignment, developing assessments, using data to assess student progress and differentiating instruction to meet the individual needs of students.

The system has established effective district grading policies. The governing body of the district and school has adopted grading policies that reflect both summative and formative assessment practices. Furthermore, teachers are more effectively aligning grading practices with mastery of content standards and developing a common understanding of grading practices at all levels to ensure grades reflect attainment of content knowledge and skills.

Classroom observations, stakeholder interviews, stakeholder surveys and a review of documentation suggested the district should focus on the development and implementation of formally documented processes to establish effective results-driven continuous improvement planning processes. The Diagnostic Review Team found little evidence to suggest the district engages stakeholders in the systemic and systematic process of continuous improvement. In addition, the district has not established systems to monitor implemented plans and to communicate improvement results to stakeholders. Although the current administrative team embraces beliefs focused on continuous improvement, systems within the district are not directly aligned to the expected outcomes for student learning. The district has taken steps to effectively incorporate a teacher evaluation system linked to high expectations for professional practice; however, presently few effective mechanisms exist for ensuring high-quality delivery of curriculum, assessment and instruction or to use data to guide instructional decision-making. Interview data revealed that the district has not identified key quality performance indicators to measure school effectiveness. In addition, currently little evidence exists that shows that data were used to evaluate program progress over time; to monitor the impact of specific strategies in goal areas or to determine whether improvement goals are attained. The district should establish and commit to a clear set of performance metrics so that it can monitor and determine its ability to meet future improvement goals.

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:

- Collaboratively develop, implement and formally monitor a districtwide instructional process that clearly informs students of learning expectations and standards of performance; provides students with exemplars of high quality work; uses data from multiple measures, including formative assessments, to inform and modify instruction and provides students with specific and timely feedback about their learning.
- Develop and implement a process for school and district leadership to monitor the effectiveness of programs and district-wide initiatives to ensure implementation fidelity, documentation of progress and analysis of results.

-
- Develop, implement, document and continuously monitor a process that engages all stakeholders in the systematic review and adjustment of curriculum, instruction and assessment based on multiple sources of student performance data, as well as an examination of professional practice.
 - Establish, implement and document a formal and consistent districtwide process that monitors the implemented curriculum and instructional practices and provides teachers and school leadership with specific and timely written feedback on the improvement of instructional practices aligned to district values and beliefs and ensures students are actively engaged in meaningful learning.
 - Facilitate the articulation of a rigorous, standards-based, district-wide K-12 curriculum that provides equitable and challenging learning experiences and ensures all students have sufficient opportunities to develop learning, thinking and life skills.

Addenda

Team Roster

Member	Brief Biography
Dr. Lynn M Simmers	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.
Mr. William Philbeck	Mr. William Philbeck currently serves as an Education Recovery Leader with the Kentucky Department of Education, assigned to the Western Kentucky Region. Mr. Philbeck has worked in all educational levels including 10 years as a high school teacher, 6 years as an elementary principal and 4 years as a university instructor. Mr. Philbeck earned a Bachelor's degree from Eastern Kentucky University, a Master's degree and Rank I from Western Kentucky University and holds superintendent and instructional supervisor certifications. Mr. Philbeck is also a National Institute for School Leadership trainer and has served on multiple Advanc-ED Review Teams.
Mr. Heath Cartwright	Mr. Cartwright is an educator who has been working in McCracken County Public Schools in Paducah, Kentucky for the past thirteen years. He currently serves as the Assistant Superintendent for Curriculum and Instruction and District Technology Coordinator. Prior to his work as a district administrator, he served as an Elementary Principal in McCracken County and Livingston County Schools. Mr. Cartwright began his career as a history teacher working in Adair County and Paducah Independent Schools. Mr. Cartwright earned his Bachelor's degree from Campbellsville College, a Masters from Western Kentucky University, and a Rank I from Murray State University. He has served on multiple AdvancED External Review Teams, and coordinates accreditation in his home district.
Mr. Randall David Pepper	Randall "Randy" Pepper is currently Director of Innovation and School Improvement for Secondary Schools in Fayette County. Randy has served as a high school mathematics teacher, high school assistant principal, and high school principal for Greenup County Schools, Highly Skilled Educator for the Kentucky Department of Education, Assistant Superintendent and Chief Academic Officer for Madison County Schools, and Education Recovery Leader for the Kentucky Department of Education.
Mr. David Raleigh	Mr. David Raleigh currently works as an Education Recovery Leader for the Kentucky Department of Education, serving Jefferson County Public Schools. He earned his Bachelor's and two Master's degrees from Eastern Kentucky University. Mr. Raleigh holds a superintendent certificate and recently became a Certified School Improvement Specialist through The Institute for Performance Improvement. Mr. Raleigh has held a variety of roles in education, while working as a school superintendent, principal and assistant principal. Prior to becoming a school administrator, Mr. Raleigh taught for 14 years in the Fayette County Public Schools system.

Member	Brief Biography
Mrs. Tammy Stephens	Tammy Stephens is an educator, facilitator, and collaborator. Experiences include working with middle school students in grades 5-9 in English Language Arts, reading and writing interventionist, literacy/curriculum coach, and district director of secondary education. Currently, Tammy works as Education Recovery Specialist for the Kentucky Department of Education. Other projects completed for KDE include literacy/strategies consultant and English Language Arts Content Specialist.

About AdvancED

AdvancED is the world leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 public and private schools and school systems – enrolling more than 20 million students - across the United States and 70 countries.

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

Student Performance Team Worksheet for Dayton High School

School Name: Dayton High School (Grades 9-12), Dayton Independent Schools

Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2014-2015	60.3	61.3	68.1	Yes	Yes	No
2013-2014	62.4	63.4	60.4	No	Yes	Yes

Plus

- Dayton High School met AMO for 2014-2015
- Dayton High School met Participation Rate in 2013-2014 and 2014-2015
- Dayton High School met Graduation Rate for 2013-2014

Delta

- Dayton High School did not meet AMO for 2013-2014
- Dayton High School did not meet Graduation Rate for 2014-2015

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 (2012-2013, 2013-2014, 2014-2015)

Content Area	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)	%P/D School (14-15)	%P/D State (14-15)
English II	36.4	55.8	39.6 ▲	55.4	56.2 ▲	56.7
Algebra II	17.9	36.0	9.7 ▼	37.9	27.3 ▲	38.1
Biology	20.5	36.3	17.6 ▼	39.8	37.7 ▲	39.6
U.S. History	55.3	51.3	34.7 ▼	58.0	37.5 ▲	56.8
Writing	45.9	48.2	33.0 ▼	43.3	43.1 ▲	50.0
Language Mech.	53.5	51.4	46.3 ▼	49.9	36.2 ▼	51.6

Green = At or above state average

▲ = Scored higher than previous year

▼ = Scored lower than previous year

Plus

- Dayton High School performed above the state average in language mechanics and U.S. history for 2012-2013.
- Dayton High School demonstrated a positive trend over a three-year testing cycle in English II.
- Dayton High School’s overall highest performance area is English II for 2014-2015.
- Dayton High School demonstrated growth in English II, Algebra II, Biology, U.S. History and writing from 2013-2014 to 2014-2015.

Delta

- Dayton High School performed below the state average in every assessed area (English II, Algebra II, Biology, U.S. History, writing, and language mechanics) for 2014-2015.
- Dayton High School performed below the state average in every assessed area (English II, Algebra II, Biology, U.S. History, writing, and language mechanics) for 2013-2014.
- Dayton High School demonstrated a negative trend over a three-year testing cycle in language mechanics.
- Dayton High School demonstrated inconsistent growth in performance over a three-year testing cycle in Algebra II and writing
- Dayton High School’s overall lowest performance area is Algebra II for 2014-2015.

Percentage of Students Meeting Benchmarks on PLAN, Grade 10, at the School and in the State (2012-2013, 2013-2014, 2014-2015)						
Content Area	Percentage School (12-13)	Percentage State (12-13)	Percentage School (13-14)	Percentage State (13-14)	Percentage School (14-15)	Percentage State (14-15)
English	67.4	67.8	62.5 ▼	66.2	44.9 ▼	62.3
Math	18.6	25.8	20.0 ▲	25.6	15.9 ▼	27.9
Reading	41.9	43.2	42.5 ▲	48.0	33.3 ▼	43.7
Science	7.0	21.2	12.5 ▲	19.5	11.6 ▼	21.9

Plus

- Dayton High School’s highest overall performance area is English for 2014-2015.

Delta

- Dayton High School scored below the state average in English, math, reading and science for three consecutive years.
- Dayton High School demonstrated an overall decrease in performance over a three-year testing cycle in English.
- Dayton High School demonstrated inconsistent growth in performance over a three-year testing cycle in math, reading and science.
- Dayton High School’s lowest overall performance area is science for 2014-2015.

Percentages of Students Meeting Benchmarks on ACT, Grade 11, at the School and in the State (2012-2013, 2013-2014, 2014-2015)

Content Area	Percentage School (12-13)	Percentage State (12-13)	Percentage School (13-14)	Percentage State (13-14)	Percentage School (14-15)	Percentage State (14-15)
English	47.5	53.1	39.5 ▼	55.9	36.6 ▼	55.3
Math	27.5	39.6	25.6 ▼	43.5	24.2 ▼	38.1
Reading	37.5	44.2	39.5 ▲	47.1	41.5 ▲	47.4

Plus

- Dayton High School's highest overall performance area is reading for 2014-2015.
- Dayton High School demonstrated an overall growth in performance over a three-year testing cycle in Reading.

Delta

- Dayton High School scored below the state average in English, math and reading three consecutive years.
- Dayton High School demonstrated an overall decrease in performance over a three-year testing cycle in math.
- Dayton High School demonstrated an overall decrease in performance over a three-year testing cycle in English.
- Dayton High School's lowest overall performance area is math for 2014-2015.

School Achievement of Proficiency and Gap Delivery Targets (2014-2015)

Tested Area	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	33.9	42.3	Yes	31.2	35.8	Yes
Reading	44.0	56.5	Yes	40.1	53.7	Yes
Math	21.3	28.1	Yes	34.5	27.5	No
Science	28.7	37.3	Yes	24.2	39.2	Yes
Social Studies	40.3	35.9	No	35.7	31.3	No
Writing	46.5	44.5	No	42.8	41.6	No

Plus

- Dayton High School's highest overall performance area in **proficiency** is reading.
- Dayton High School's highest overall performance area in **gap** is reading.
- Dayton High School met **proficiency** delivery targets in combined reading and math, reading, math and science.
- Dayton High School met **gap** delivery targets in combined reading and math, reading and science.

Delta

- Dayton High School's overall lowest performance area in **proficiency** is math.
- Dayton High School's overall lowest performance area in **gap** is math.
- Dayton High School did not meet **proficiency** targets in social studies and writing.
- Dayton High school did not meet **gap** targets in math, social studies, and writing.

School Achievement of College and Career Readiness (CCR) and Graduation Rate Delivery Targets (2014-2015)				
Delivery Target Type	Delivery Target (School)	Actual Score (School)	Actual Score (State)	Met Target (Yes or No)
College and Career Readiness	57.0	56.4	67.0	No
Graduation Rate (for 4-year adjusted cohort)	84.8	71.7	88.7	No
Graduation Rate (for 5-year adjusted cohort)	85.8	90.5	89.3	Yes

Plus

- Dayton High School met Graduation Rate (5-Year Adjusted Cohort) delivery target and is above the state average for 2014-2015.

Delta

- Dayton High School did not meet Graduation Rate (4-Year Adjusted Cohort) delivery target and is below state average for 2014-2015.
- Dayton High School did not meet its College and Career Readiness delivery target and is below the state average for 2014-2015.

Program Reviews 2014-2015						
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	1.82	2.00	1.89	2.10	7.8	Needs Improvement
Practical Living	1.80	2.33	1.67	1.92	7.7	Needs Improvement
Writing	1.89	1.63	1.89	2.00	7.4	Needs Improvement
World Language and Global	1.64	1.82	0.89	0.77	5.1	Needs Improvement

however, the percentage of students who met benchmarks in reading have increased during that same time period.

Data indicated Dayton High School failed to meet its College and Career Readiness delivery target for 2014-2015 with their actual score falling below the state average for 2014-2015. In addition, although Dayton High School met its graduation rate delivery target for the five-year adjusted cohort, the school did not meet the four-year adjusted cohort delivery target for 2014-2015 with 71.7 percent falling below the state's average of 88.7 percent.

Dayton High School's Program Review ratings for all programs received the designation of Needs Improvement which correlates to existing student data. The school's highest performance area based on the total score is arts and humanities with an overall score of 7.8. In addition, the school's highest overall combined performance area is formative and summative assessment with a score of 1.95. Conversely, Dayton High School's lowest overall combined performance area is professional development at 1.59.

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 (pluses) that were identified through the survey process as well as leverage points for improvement (deltas).

Teaching and Learning Impact

Plus: (minimum of 75 percent agreed/strongly agreed)

1. 93 percent of parents agreed/strongly agreed with the statement, "My child knows the expectations for learning in all classes."
2. 86 percent of parents agreed/strongly agreed with the statement, "My child has at least one adult advocate in the school."
3. 88 percent of parents agreed/strongly agreed with the statement, "My child has up-to-date computers and other technology to learn."
4. 76 percent of students agreed/strongly agreed with the statement, "My school gives me multiple assessments to check my understanding of what was taught."
5. 97 percent of staff agreed/strongly agreed with the statement, "Our school's leaders expect staff members to hold all students to high academic standards."
6. 94 percent of staff agreed/strongly agreed 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."
7. 94 percent of staff agreed/strongly agreed with the statement, "Our school leaders monitor data related to school continuous improvement goals."

Delta:

1. 52 percent of staff agreed/strongly agreed with the statement, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students."
2. 48 percent of staff agreed/strongly agreed with the statement, "In our school, all school personnel regularly engage families in their children's learning progress."
3. 52 percent of staff agreed/strongly agreed with the statement, "All teachers in our school provide students with specific and timely feedback about their learning."
4. 48 percent of students agreed/strongly agreed with the statement, "All of my teachers change their teaching to meet my learning needs."
5. 48 percent of students agreed/strongly agreed 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."
6. 60 percent of parents agreed/strongly agreed with the statement, "All of my teachers keep my family informed of my academic progress."

7. 60 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers meet his/her learning needs by individualizing instruction."

Leadership Capacity

Plus: (minimum of 75 percent agreed/strongly agreed)

1. 95 percent of parents agreed/strongly agreed with the statement, "Our school's purpose statement is clearly focused on student success."
2. 96 percent of parents agreed/strongly agreed with the statement, "Our school has established goals and a plan for improving student learning."
3. 76 percent of students agreed/strongly agreed with the statement, "In my school, the principal and teachers have high expectations of me."
4. 100 percent of staff agreed/strongly agreed with the statement, "Our school's purpose statement is clearly focused on student success."
5. 100 percent of staff agreed/strongly agreed with the statement, "Our school has a continuous improvement process based on data, goals, actions, and measure for growth."
6. 97 percent of staff agreed/strongly agreed with the statement, "Our school's purpose statement is based on shared values and beliefs that guide decision-making."
7. 97 percent of staff agreed/strongly agreed with the statement, "Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body."
8. 97 percent of staff agreed/strongly agreed with the statement, "Our school's leaders expect staff members to hold all students to high academic standards."

Delta:

1. 48 percent of staff agreed/strongly agreed with the statement, "In our school, all school personnel regularly engage families in their children's learning progress."
2. 48 percent of students agreed/strongly agreed with the statement, "All of my teachers change their teaching to meet my learning needs."
3. 48 percent of students agreed/strongly agreed with the statement, "My school offers opportunities for my family to become involved in school activities and my learning."
4. 50 percent of students agreed/strongly agreed with the statement, "All of my teachers keep my family informed of my academic progress."
5. 55 percent of students agreed/strongly agreed with the statement, "My school considers students' opinions when planning ways to improve the school."

Resource Utilization

Plus: (minimum of 75 percent agreed/strongly agreed)

1. 94 percent of staff agreed/strongly agreed with the statement, "Our school provides qualified staff members to support student learning."
2. 97 percent of staff agreed/strongly agreed with the statement, "Our school maintains facilities that contribute to a safe environment."
3. 94 percent of staff agreed/strongly agreed with the statement, "Our school provides opportunities for students to participate in activities that interest them."
4. 89 percent of parents agreed/strongly agreed with the statement, "Our school provides qualified staff members to support student learning."
5. 90 percent of parents agreed/strongly agreed with the statement, "Our school provides a safe learning environment."
6. 89 percent of parents agreed/strongly agreed with the statement, "Our school ensures that the facilities support student learning."

Delta:

1. 52 percent of students agreed/strongly agreed with the statement, "In my school, the building and grounds are safe, clean, and provide a healthy place for learning."
- 39 percent of staff agreed/strongly agreed with the statement, "Our school provides sufficient material resources to meet student needs."

Diagnostic Review Team Schedule

Dayton Independent Schools

Sunday, January 31, 2016

Time	Event	Where	Who
3:00 p.m.	Hotel Check-in	Hotel	Diagnostic Review Team Members
4:00 p.m. -5:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 p.m. – 7:30 p.m.	<p>*District Team will be listening to the Principal’s Overview</p> <p>Principal’s Overview Presentation & Standards Presentation</p> <p>Questions/topics to be addressed:</p> <ol style="list-style-type: none"> 1. Vision, i.e., where has the school come from, where is the school now, and where is the school trying to go from here? This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student achievement as well as conditions that support learning. 2. Overview of the School Self Assessment - review and explanation of ratings, strengths and potential improvement priorities. 3. How did the school and system ensure that the Internal Review process was carried out with integrity at the school level? 4. What has the school and system done to evaluate, support, monitor and ensure improvement in student performance as well as conditions that support learning? 5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning conditions and student achievement have improved? 6. What professional development has the school provided in the last two years targeting improvement in teacher professional practice and student success? What should the 	Hotel Conference Room	Diagnostic Review Team Members

	team be looking for in their classroom observations to gage the impact of the professional development program, i.e., differentiation, higher order thinking, formative assessment, student engagement, etc.		
7:30 p.m. – 8:30 p.m.	<p>Team Work Session #1 (Agenda provided by Lead Evaluator)</p> <ul style="list-style-type: none"> Review initial indicator ratings Review team schedule and individual team member responsibilities Prepare questions for interviews Determine other questions that the team needs to have answered 	Hotel Conference Room	Diagnostic Review Team Members

Monday, February 1, 2016

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
8:15 a.m.	Team arrives at district	District office	Diagnostic Review Team Members
8:30 a.m. – 9:30 a.m.	Superintendent's Overview	District office	Diagnostic Review Team Members
9:30 a.m. – 10:30 a.m.	Superintendent's Interview	District Office	Diagnostic Review Team Members (working in pairs or as individuals)
10:30 a.m. – 11:15 a.m.	Interview Director of Teaching and Learning, Director of Student Support and Director of Special Education	District Office	Diagnostic Review Team Members (working in pairs or as individuals)
11:15 a.m. – 12:00 p.m.	Interview Director of Food Services, Technology Coordinator, Human Resources and Finance Officer	District Office	Diagnostic Review Team Members (working in pairs or as individuals)
12:00 p.m. – 1:00 p.m.	Lunch & Team Meeting	District Office	Diagnostic Review Team Members
1:00 p.m. – 3:00 p.m.	Interview Board of Education Members	District Office	Diagnostic Review Team Members (working in pairs or as individuals)
*2:55 p.m. – 3:30 p.m.	Interview Parents @ Dayton High School	Dayton High School	Diagnostic Review Team Members (working in pairs or as individuals)
3:30 p.m. – 4:00 p.m.	Review of paper artifacts and documentation that could not be provided electronically.	District Office	Diagnostic Review Team Members
4:00 p.m.	Team returns to hotel	Hotel	Diagnostic Review Team Members
5:00 p.m. – 6:00 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:00 p.m. – 9:00 p.m.	<p>Evening Work Session #2 (Agenda provided by Lead Evaluator)</p> <ul style="list-style-type: none"> Review second round of ratings for all indicators Discuss potential Powerful Practices and Improvement Priorities Collaboration with Dayton HS Review Team Begin DRAFTING the DR Report, i.e., eleot ratings summaries, Improvement Priorities, Summary of the Team's Activities, etc. Prepare for Day 2 	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, February 2, 2016

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
8:00 a.m.	Team arrives at district	District Office	Diagnostic Review Team Members
8:00 a.m. – 11:45 a.m.	Continue interviews as necessary from Day #1 Continue artifact review as necessary from Day #1 Work Session/Team Meeting	District Office	Diagnostic Review Team members
11:45 a.m.-12:30 p.m.	Lunch & Team Meeting	District Office	Diagnostic Review Team Members
12:30 p.m. – 4:00 p.m.	Continue interviews as necessary from Day #1 Continue artifact review as necessary from Day #1 Work Session/Team Meeting	District Office	Diagnostic Review Team Members
4:00 p.m.	Return to hotel	Hotel	Diagnostic Review Team Members
5:00 p.m. – 6:00 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:00 p.m. – 9:00 p.m.	Evening Work Session #3 (Agenda provided by Lead Evaluator) The team should examine: <ul style="list-style-type: none"> • Final ratings for standards and indicators • Powerful Practices (indicators rated at 4) • Improvement Priorities (indicators rated at 1 or 2) • Summary overview for each standard • Learning Environment narrative • Collaboration with Dayton HS Review Team • (Optional) 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 indicator rating improve performance or the effectiveness of the school/district. 	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, February 3, 2016

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
8:00 a.m.	Check out of hotel and departure for school	Hotel	Diagnostic Review Team Members
8:15 a.m. – 11:00 a.m.	<p>Final Team Work Session</p> <p>All team members review all components of the Diagnostic Review team's findings including:</p> <ul style="list-style-type: none"> • Final ratings for standards and indicators • Coherency and accuracy of the Improvement Priorities and Powerful Practices • Summary overview for each standard (in each standard workbook) • Brief narrative that further expands upon the individual learning environment ratings • Leadership Assessment Addendum 	District Office	Diagnostic Review Team Members (working in pairs or as individuals)
11:00 a.m. – 2:30 p.m.	<ul style="list-style-type: none"> • Complete written report • Peer reviewing and editing 	District Office	Diagnostic Review Team Members
11:30 a.m.-12:30 p.m.	Working Lunch	District Office	Diagnostic Review Team Members
12:30 p.m. – 1:30 p.m.	Kentucky Department of Education Leadership Determination Session		Diagnostic Review Team Members and Kentucky Department of Education
2:00 p.m. – 2:15 p.m.	<p>Exit Report with the Superintendent</p> <p>The Exit Report will be a brief meeting for the Lead Evaluator and team members to express their appreciation for hosting the on-site review to the superintendent. All substantive information regarding the Diagnostic Review will be delivered to the superintendent and system leaders in a separate meeting to be scheduled later by the Kentucky Department of Education.</p> <p><u>The Exit Report will not be a time to discuss the team's findings, ratings, individual impressions of the system, make evaluative statements or share any information from the Diagnostic Review Team report.</u></p>		Lead Evaluator & Associate Lead Evaluator



2015-16 LEADERSHIP ASSESSMENT/DIAGNOSTIC REVIEW ADDENDUM

The purpose of this addendum is to provide feedback on progress made in addressing identified Improvement Priorities from the 2013-2014 Diagnostic Review or Progress Monitoring Visit for Dayton Independent Schools.

Improvement Priority 1

Indicator 1.1	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	1	4	3

1.1 Improvement Priority (2013-14)	School Self- Rating	Team Rating
Complete the process already underway to review, revise and communicate a system-wide purpose for student success. Ensure that the revised formal statements of purpose and direction commit to high expectations for learning as well as shared values and beliefs about teaching and learning. Further ensure that the process is 1) formalized and implemented with fidelity on a regular schedule, 2) inclusive of representatives from all stakeholder groups, and 3) is well documented.		
This Improvement Priority has been addressed in an exemplary manner.	X	
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.		

School Evidence:

- Board of Education minutes

- Mission and Vision statement and booklet
- Board and SBDM collaborative meetings
- Leadership guide
- Superintendent expectations
- Monday Mission e-mails
- KASA annual leadership retreat
- Community News articles
- Leadership meeting minutes
- Facebook posts
- Board policies and procedures
- Daily Leadership Challenges

School Supporting Rationale:

The Dayton Board of Education has set a clear expectation that all schools will focus on continuous improvement and this is evident in our mission statement to Inspire, Engage, and Grow each of our Students. A system wide purpose was collaboratively created with students, teachers, staff, board members, and community members in the spring of 2014. This purpose includes a clear mission/vision statement, belief statements, and a mantra that guide our work. A mission statement booklet has also been created to communicate our purpose for student success. The mission statement is used to begin all board of education meetings and other leadership meetings. The mission and belief statements are reviewed annually by the board of education in the July board meeting. A leadership guide has been developed by the superintendent and is used in leadership meetings. The first page is a comprehensive review of superintendent expectations. The superintendent holds monthly meetings that focus on leadership development, book studies, data sharing, collaborative problem solving and mission review. The leadership team also participates in an annual retreat in the summer to review the year, set plans for next year, develop leadership skills, and refine our mission work. Our school webpage, Facebook page, and community news articles often focus around our mission and belief statements. You will find our mission statement ever present in leadership meetings, board meetings, new teacher training, school level and district department meetings. We believe that all stakeholders can clearly articulate that our purpose is to Inspire, Engage, and Grow each of our Students.

Team Evidence:

- Walk-through data
- Interviews
- Documentations
- Stakeholder surveys
- Artifacts

- Administrative presentations/overview

Team Supporting Rationale:

The mission and vision of the district are widely shared through a variety of media sources including social sites, the school and district websites, the school and district marquees and stakeholder communication. During interviews, the superintendent articulated the process he used to lead the district and a variety of stakeholders through a revision of the district’s vision and mission. The lack of evidence documenting the revision process did not support an exemplary rating.

Stakeholder survey data suggest the district has completed a process to review, revise and communicate a school purpose that clearly focuses on student success. One hundred percent of staff agreed/strongly agreed with the statement “Our school’s purpose statement is clearly focused on student success.” Moreover, 100 percent of staff agreed/strongly agreed that “Our school’s purpose statement is formally reviewed and revised with stakeholders.”

Improvement Priority 2

Indicator 1.2	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	1	3	2

1.2 Improvement Priority (2013-14)	School Self- Rating	Team Rating
Develop policies and procedures that ensure all schools engage in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success.		
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:

- Mission and Vision statement and booklet
- Board of Education minutes
- Board and SBDM collaborative meetings
- CDIP and CSIP, Leadership guide
- Superintendent expectations
- Monday Mission e-mails
- KASA annual leadership retreat
- Community News articles
- Leadership meeting minutes
- Facebook posts
- Board policies and procedures
- Daily Leadership Challenges
- District attendance and support at SBDM meetings
- Student Assistance Team meetings
- School Leadership Team meetings

School Supporting Rationale:

Schools report monthly detailed updates to the board of education at board meetings. The use of data is clearly evident in these reports. The schools also update the board of education on their purpose for student success at joint board/council meetings that occur twice a year. The councils also submit a detailed needs assessment that is presented to the board to begin the budgeting process for the upcoming school year. The collaborative CDIP/CSIP process also ensures that district and school goals align. District representatives are active participants in SBDM meetings, student assistance meetings, and PLC's. The CDIP/CSIP is reviewed and revised multiple times during the year. Monthly leadership meetings often revisit the superintendent expectation for use of mission/purpose to guide the work at each school. This expectation is evidenced in the Leadership Guide under superintendent expectations. Dayton Independent Schools engage in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.

Team Evidence:

- Walk-through data
- Interviews
- Documentations
- Stakeholder surveys
- Artifacts
- Board policy
- Administrative presentations/overview

Team Supporting Rationale:

Stakeholder interviews indicated the district has established policies and procedures outlining the expectations for schools regarding a process for review, revision and communication of a purpose for student success. However, the Diagnostic Review Team found limited evidence that monitoring and feedback of implemented policies and procedures occurred.

Stakeholder survey data are consistent with these findings with 100 percent of staff members who agreed/strongly agreed with the statement “Our school’s purpose statement is supported by the policies and practices adopted by the school board or governing body” and 84 percent of parents agreed/strongly agreed with the statement “Our school’s purpose statement is formally reviewed and revised with involvement from parents.”

Improvement Priority 3

Indicator 3.3	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1	2	2

3.3 Improvement Priority (2013-14) Ensure teachers deliberately plan and effectively implement high-yield instructional strategies that require students to participate in activities that require collaboration, self-reflection, and development of critical thinking skills, etc. Analyze student formative assessment data to design personalized instruction to meet the needs of the individual learners. Identify and implement instructional strategies which promote higher order knowledge and skills, the integration of content with other disciplines, and the use of technologies as instructional resources and tools.	School Self- 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.		
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School Evidence:

- PLC Planning Protocol,
- Pacing Guides,
- Use of the Engagement Wheel when planning instruction,
- District Mission and Vision statement
- Walkthrough data
- Plato-Online learning
- Master Schedule
- Collaborative visit to East Carter High School

School Supporting Rationale:

One of our three key words in our mission statement is Engage, and student engagement is a constant focus in our district. The four belief statements in our mission statement read:

We believe our students should be challenged at all levels.

We believe every student has the ability to learn and achieve

We believe understanding is more important than remembering.

We believe learning needs to be Active, Authentic, and Applied.

Teachers throughout the district use the Pacing Guide Template to plan instruction. Teachers complete the pacing guide at the beginning of each week and/or month and throughout the month, teachers modify their plans. Teachers use the Engagement Wheel to assist in planning instruction.

<https://sp.yimg.com/ib/th?id=JN.rDAn6c7FjZ2%2f8h3cnpQEpg&pid=15.1&P=0&w=170.6.6&h=155.1>

Teachers also check on the pacing guides if they are addressing the different learning styles of students.

The focus of our Early Release Wednesdays and our New Teacher Meetings is student engagement. Experienced teachers in Dayton Schools attend the monthly New Teacher Meetings and share instructional and engagement strategies with New Teachers and the Jensen Book Study that all teachers are participating in focuses on the Seven Factors of Engagement for students living in poverty. Within the last couple of years, one to one devices have been purchased for DMS/DHS in an effort to increase student engagement. The one to one devices, which are housed in teachers' classrooms are used on a daily basis. The newly hired Disciplinary Literacy Coach works with teachers from all content areas on incorporating reading and writing into the content area, and this coach also supplies various instructional and engagement activities to the teachers during early release meetings. Our Mission Statement that states, Inspire, Engage, and Grow each of our Students is something that is practiced daily at Dayton Independent Schools.

Team Evidence:

- Walk-through data
- Interviews
- Documentations
- Stakeholder surveys
- Artifacts

Team Supporting Rationale:

The Diagnostic Review Team agreed with the district's self-rating of this Improvement Priority. Interviews revealed the district in collaboration with the high school has implemented several processes to ensure the use of instructional strategies in the classroom that require student collaboration, self-reflection and development of critical thinking skills. Processes such as "10 for 10", the use of the Engagement Wheel, content Professional Learning Communities (PLC's) and the district's New Teacher Orientation program give teachers the opportunity to gain valuable instructional skills. However, limited evidence and classroom observation data suggest this process has been only partially addressed.

Classroom observations revealed there is a lack of research-based, rigorous instruction being consistently implemented. Furthermore, display of high quality work and meaningful feedback to students is seldom. Assessment practices indicate teachers sometimes use data in purposeful ways to inform instruction with teacher interviews revealing the use of formative assessment data is rare. The district must find ways to actively engage teachers in collaboration related to curriculum alignment, assessment development, using data to assess student progress and differentiating instruction to meet the individual needs of students.

Classroom observation data specific to the Digital Learning Environment received a rating of 1.75 on a 4 point scale with this being the school's lowest rating of all learning environments. Observers noted few meaningful instances of students using technology to "gather, evaluate, and/or use information for learning" with this indicator being rated as "not observed" in 41 percent of classrooms. Moreover, there were even fewer instances of students "using digital tools to conduct research, solve problems and/or create original works for learning" with this indicator being rated as "not observed" in 53 percent of classrooms.

Stakeholder survey data is consistent with these findings with 52 percent of staff strongly agreeing/agreeing with the statement, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students." Furthermore, 52 percent of staff agreed/strongly agreed with the statement, "All teachers in our school provide students with specific and timely feedback about

their learning.” Forty-eight percent of students agreed/strongly agreed with the statement, “All of my teachers change their teaching to meet my learning needs,” suggesting the deliberate planning and use of high-yield instructional strategies and the personalization and/or differentiation of instruction is not consistent across all classrooms.

Improvement Priority 4

Indicator 3.6	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
Teachers implement the system’s instructional process in support of student learning.	1	2	1

3.6 Improvement Priority (2013-14)	School Self-Rating	Team Rating
Strengthen and revise the district instructional process to ensure it is highly effective in 1) informing students of learning expectations and standards of performance, 2) using exemplars to enhance student understanding, 3) using formative assessments to guide and inform possible modifications to curriculum and instruction, 4) providing specific and timely feedback to students 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:

- PLC Planning Protocol
- Pacing Guide Template and Examples
- I Can statements
- School grading policy
- Exemplars posted in classrooms
- Goal Setting in student planners
- GradeCam
- Document cameras
- 10 for 10 weekly formative assessments

- CERT testing with immediate feedback
- RTI/Intervention bell for students not meeting benchmarks on CERT

School Supporting Rationale:

All teachers at Dayton Middle/High School are implementing the PLC protocol during their common planning time. As part of this PLC protocol, teachers must share exemplars that will be used with the students. Teachers also are required to post student friendly learning targets in the form of “I Can Statements.” These “I Can Statements,” are reviewed with the students. Teachers also are giving what we call “10 for 10” assessments, in which students take a weekly assessment that consists of 10 “ACT-like” assessments and the students have 10 minutes to take the assessment. Students make retake the assessment as many times as needed once the teacher has retaught the standards that appear on the assessment. This school year a grading policy was adopted by the DMS/DHS SBDM council. This policy outlined for teachers that formative assessments accounted for 70 percent of a student’s grade and summative assessments accounted for 30 percent of a student’s grade.

Team Evidence:

- Walk-through data
- Interviews
- Documentations
- Stakeholder surveys
- Artifacts

Team Supporting Rationale:

Stakeholder interviews revealed the district has not developed a collaborative system to implement, monitor and document an instructional process that clearly informs students of learning expectations and standards of performance; provides students exemplars of high quality work; uses data from multiple measures, including formative assessments, to inform and modify instruction; and provides students with specific and timely feedback about their learning. Leadership and staff could not articulate a research-based instructional process that systemically guides teaching and learning across the district.

Classroom observations revealed students are rarely “provided exemplars of high quality work” with this indicator being rated evident/very evident in 24 percent of classrooms. Moreover, classroom observations were mixed relative to students being “tasked with activities and learning that are challenging” and “engaged in rigorous coursework, discussions, and/or tasks” with only 47 percent and 35 percent of classrooms rated as evident/very evident respectively. Classroom observations suggest

a minimal level of progress monitoring was occurring in classrooms with this learning environment rated at 1.94 on a 4 point scale. Specifically, the Team rated “responding to teacher feedback to improve learning” evident/very evident in 24 percent of classrooms and “demonstrating or verbalizing their understanding of the lesson” evident/very evident in 35 percent of classrooms. These results suggest the district does not currently implement or monitor a well-articulated instructional process that clearly informs students of learning expectations and standards of performance, provides students with exemplars of high-quality work or provides students with specific and timely feedback about their learning.

On student survey results, 63 percent of respondents agreed/strongly agreed with the statement “All of my teachers explain their expectations for learning and behavior so I can be successful.” In addition, only 67 percent of student respondents agreed/strongly agreed with the statement “All of my teachers provide me with information about my learning and grades.” Although parent survey results revealed 92 percent of respondents agreed/strongly agreed with the statement “My child knows the expectations for learning in all classes,” staff survey results indicated 52 percent of respondents agreed/strongly agreed that “All teachers in our school provide students with specific and timely feedback about their learning.”

As a result of these findings, the Diagnostic Review team addressed this Improvement Priority again as part of this report.

Improvement Priority 5

Indicator 3.10	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 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	3	3

<p>3.10 Improvement Priority (2013-14)</p> <p>Develop and implement grading and reporting policies and practices that are based on clearly defined criteria that represent the attainment of content knowledge and skills. Ensure that the practices are consistently used by all teachers in all schools to provide consistency across grade levels and courses, and that the effectiveness of the grading and reporting systems are evaluated for their effectiveness.</p>	<p>School Self-Rating</p>	<p>Team Rating</p>
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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:

- SBDM Grading
- Missing Work Policy
- Council minutes
- Council policies
- 10 for 10 data
- East Carter Site Visit
- *15 Fixes to Broken Grades* book
- New grading policy (70% summative, 30% formative)

School Supporting Rationale:

The Dayton Independent School District has an ungraded primary program in which students receive a standard based report card. Students in grades K- 3 receive a score of 1, 2, or 3 depending on the students' knowledge of the standards. Teachers of students in grades four to six have their grade book set up as follows: 60% assessments, 30% classroom assignments, and 10% homework. The DMS/DHS SBDM Council adopted a new grading policy beginning with the 2015 – 2016 school year. A leadership team comprised of teachers researched grading practices and policies and agreed upon a policy that was presented to staff and the SBDM council. Once the council approved the policy, the new grading system was shared with students during grade level class meetings. The policy was also shared with parents during Orientation Nights and sent to all parents via email through Infinite Campus. At DMS/DHS all formative assessments account for 30% of a student's grade and summative assessments account for 70% of a student's grade. Student grades are based on attainment of content knowledge and skills. The assessment questions that appear on the weekly 10 for 10 assessments are all tied to standards, and students have multiple opportunities to retake the 10 for 10 assessments once the teachers reteach the content. The new grading system at the high school created a comprehensive grading system in the school that is consistent and is used to assess what students actually know.

Team Evidence:

- Collaborative process with stakeholders in developing new grading policy

- Implementation of 10 for 10 formative assessment strategy
- Implementation of End-of-Course benchmark assessments
- Use of Grade Cam
- Stakeholder interviews
- Board policy
- Administrative presentations/overview

Team Supporting Rationale:

The Diagnostic Review Team agreed with the district’s self-rating of this Improvement Priority. Interviews revealed that district leadership worked collaboratively with Dayton High School teachers to develop a new grading policy. This grading policy represents a balance between summative (70 percent) and formative assessment (30 percent) practices. Current grading policies have been approved by the governing body of the district and school. Furthermore, teachers are continuing to more accurately align grading practices with the mastery of content standards and develop a common understanding of grading practices at all levels to ensure grades reflect attainment of content knowledge and skills. Stakeholders are aware of the new grading policies, processes and procedures.

Although the system has established effective grading policies throughout the district, classroom observation data revealed students do not have a clear understanding of how their work is assessed. Observations revealed students do not consistently “understand how their work is assessed” with this indicator being rated as “not observed” or “partially observed” in 82 percent of classrooms. Furthermore, students indicated in 29 percent of classrooms that they do not “have opportunities to revise/improve work based on feedback,” suggesting the effectiveness of new assessment and grading practices and their impact on student learning is not yet evident.

Improvement Priority 6

Indicator 3.12	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	1	3	2

3.12 Improvement Priority (2013-14)	School Self- Rating	Team Rating
Use data to systematically and continuously identify unique		

learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). Train system and school personnel on current research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.		
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:

- Gateway Dual Credit Classes
- PLC Planning Protocol
- 4th Bell RTI Block, MAP data
- ATM records
- KASC data day
- CERT data
- Monthly board report for Student Services
- Honors courses added
- Plato Online learning
- Jensen book study on *Engaging Students with Poverty in Mind*

School Supporting Rationale:

From Student Profile Sheets at Lincoln Elementary to Student Data Cards at Dayton Middle/High School, all staff members are continuously looking at data to identify the unique learning needs of all students at all levels. Lincoln Elementary has school wide RTI and they conduct Advisory Team Meetings or ATM meetings as everyone refers to them every 8 weeks to analyze individual student data and determine appropriate placement in RTI. Over the past three years, when LES and DHS were both using the MAP assessment, district and building administrators would analyze longitudinal MAP data to determine how our students were growing. Analyzing longitudinal MAP data will continue at LES, and when we have multiple years of CERT data at DMS/DHS, we will create longitudinal CERT data charts to measure student growth. Dayton Middle/High School is also implementing the PLC protocol in which teachers are planning instruction together and analyzing student data to determine next steps instructionally. Dayton Middle/High School has also implemented a school wide RTI class during 4th bell. Students that did not meet benchmarks on KPREP, CERT, MAP, and other forms of data, were placed into an RTI class for reading or math. Students can enter or exit this

4th bell RTI depending upon their score on the CERT assessment. For students that are continually having difficulty mastering standards, a special education referral process is in place for any teacher that suspects a disability in a child. The Youth Service Center is in place to address other outside factors that may be impeding students from learning, and the ILP's are utilized and completed by each student to determine interests and goals of students.

Team Evidence:

- CERT data
- MAP data
- Student enrollment in credit recovery
- Student enrollment in interventions
- Student enrollment in Gateway dual credit classes
- Interviews
- Administrative presentations/overview
- Youth Service Center support

Team Supporting Rationale:

Evidence indicated various programs and initiatives are being implemented to address the unique learning needs of students. Interviews revealed the district has implemented the College Equipped Readiness Tool (CERT) in grades seven through eleven to monitor student progression on the college readiness standards while continuing with Measures of Academic Progress (MAP) in the elementary grades. Students at Dayton Middle School are provided with dual reading and math classes based on data. Additionally, students at Dayton High School who fail the first semester of a course are provided with a credit recovery opportunity to stay on track for graduation. Dayton High School implements an intervention schedule for students not meeting the benchmarks on the Kentucky Performance Rating for Educational Progress (KPREP) or CERT and a book study on *Engaging Students with Poverty in Mind* has been a district initiative due to the high percentage of students who qualify for free or reduced lunch. Furthermore, the district pays tuition and book costs for Gateway Community College dual credit courses for students who meet two out of three benchmarks on the American College Testing (ACT) assessment.

Interviews with Youth Service Center personnel revealed a variety of supports available to assist students with outside barriers that may impede their learning and success in school.

Classroom observations indicated a supportive learning environment exists to some degree, rated at 2.19 on a 4 point scale. In several classrooms, students "demonstrated or expressed that learning experiences were positive," rated at 2.35 on a 4 point scale

and students “demonstrated a positive attitude about learning” in 35 percent of classrooms. Classroom observations, however, revealed students do not generally “take risks in learning” with this indicator being rated as “somewhat evident” in 65 percent of classrooms. While many students indicated they are “provided support and assistance to accomplish tasks” with this indicator being rated at 2.59 on a 4 point scale, occasions where students were “provided additional/alternative instruction and feedback” were rare as evidenced by this indicator being rated as “somewhat evident” or “not observed” in 88 percent of classrooms, suggesting the unique learning needs of all students are not being addressed on a daily basis.

Improvement Priority 7

Indicator 4.1	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	1	4	3

4.1 Improvement Priority (2013-14) Engage in a process to examine the effectiveness of existing policies and practices for recruiting, employing and retaining qualified professional and support staff. Use the results of this examination to revise or create policies that will ensure sufficient staff to support purpose and direction of the district, individual schools, and educational programs.	School Self- Rating	Team Rating
This Improvement Priority has been addressed in an exemplary manner.	X	
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.		

School Evidence:

- Needs Assessments
- School Council Minutes
- SBDM allocations

- TalentEd website
- New Teacher Training program
- District budget

School Supporting Rationale:

The district gives each school and school council the opportunity to fill out a Needs Assessment of its building. Within the Needs Assessment each building evaluates the number of personnel and how they are assigned. Each Principal and School council also has a school allocation sheet that allows for the distribution of staff. This past year, DHS was supplied additional funding for a Disciplinary/Literacy Coach, an additional business teacher, and a registrar. LES was provided with 2 additional teachers to decrease class sizes. These positions were created to help our students grow in their reading abilities and keep them Inspired and Engaged in their classrooms. A school nurse and a school resource officer are also provided from district funds to assist students in their emotional and social well-being. The district spends over 75% of its total budget in personnel. When financial cuts needed to be made the district office eliminated 2.5 positions so that we could continue to have small class sizes and keep teachers and faculty in the classrooms. We have purchased an online program, TalentEd to help us recruit and retain better teachers. The District also attends the NKU Job fair to recruit new aspiring teachers. We also have a first year teacher training program that is conducted by our Director of Teaching and Learning to assist and train new teachers in our district.

Team Evidence:

- TalentEd K-12 Strategic Talent Management website
- District administrator interview
- New teacher training program
- Section 7 allocation

Team Supporting Rationale:

Stakeholder interviews revealed Dayton Independent Schools uses the Talent Ed K-12 Strategic Talent Management website for potential applicants to apply for jobs online to assist in the recruiting of staff. District staff also recruit teachers by attending job fairs at Northern Kentucky University. All new teachers participate in an induction program led by the Director of Teaching and Learning. The Dayton Independent Board of Education allocates additional staffing through the Section 7 process to ensure the schools have sufficient staff to meet the needs of students. Furthermore, Dayton High School, through Section 7, has received allocations for a discipline/literacy coach, business teacher and a registrar. District administrators spoke candidly of their desire to competitively recruit effective teachers in an effort to maximize the learning opportunities for all students through purposeful staff assignment. Additionally, staff

survey results are indicative of the system's efforts with 94 percent of staff who agreed/strongly agreed with the statement, "Our school provides qualified staff members to support student learning."

Improvement Priority 8

Indicator 4.4	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	1	3	3

4.4 Improvement Priority (2013-14)	School Self-Rating	Team Rating
Establish policies and procedures that clearly define a process to develop a long range resource management plan ensuring that fiscal resources are allocated to fund positions, the budget, facilities, and other strategic components critical to achieve the purpose and direction of the system, schools, and educational programs over a 3-5 year period. Evaluate the resource management plan for effectiveness and create improvement plans related to the process based on these results.		
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:

- District budget
- Audit report
- Local Planning Committee minutes
- CDIP
- District Facility Plan

School Supporting Rationale:

The Dayton Independent School District and Board of Education collaboratively create and establish an annual budget. The budget is created in three stages: The Draft Budget, the Working Budget, and the Actual Budget. Each of these three stages must be approved at a Board meeting throughout the year. Before the Draft Budget is approved the Budget Committee meets to discuss the current year's budget and look at ways to improve and adjust the upcoming year's Draft Budget. The Budget Committee consists of a Board representative, Superintendent, Chief Finance Officer, and other members. Each year, an Independent Auditing Firm reviews the budget and spending practices of the system. They make recommendations and suggestions to the Board of Education to improve Fiscal procedures and resource management. Also, the District Facility Plan is created by the Local Planning Committee (LPC). The LPC is required to meet, discuss and create a vision for facilities over a 10-year period. The LPC must reconvene before any decisions are made to enhance or change any of the facilities in the district. The Comprehensive District Improvement Plan (CDIP) looks at 5 areas: Graduation Rate, College and Career Readiness, Academic Achievement, Gap groups, and Evaluation systems. The CDIP is collaboration between teachers and administrators to improve the overall effectiveness of our District.

Team Evidence:

- Budget
- Board policies
- Local Planning Committee minutes
- District Facilities Plan
- Stakeholder interviews
- Administrative presentations/overview

Team Supporting Rationale:

The Diagnostic Review Team agrees with the district's self-rating of this Improvement Priority. A review of evidence and stakeholder interviews indicates Dayton Independent Schools has established effective policies and procedures for strategic resource management. The system employs a long-range strategic planning process in the areas of budget, facilities and other strategic system components. Strategic plans are implemented with fidelity by the school Board and system leaders have built-in measures to monitor implementation and completion.

District Diagnostic Review Summary Report

Dayton Independent

School District

1/31/2016 – 2/03/2016

The members of the Dayton Independent District Diagnostic Review Team are grateful to the district leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

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

District Authority:

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

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

Commissioner, Kentucky Department of Education

_____ Date: _____

I have received the diagnostic review report for Dayton Independent School District and Dayton High School.

Superintendent, Dayton Independent

_____ Date: _____