

# Report of the Diagnostic Review Team for Dayton High School

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# Introduction

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

The Diagnostic Review Team used the AdvancED Standards and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality. Using the evidence at their disposal, the Diagnostic Review Team arrived at a set of findings contained in this report.

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

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

## Use of Diagnostic Tools

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

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

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 Middle/High School hosted a Diagnostic Review on January 31 - February 3, 2016. Prior to the start of the Diagnostic Review, the Lead Evaluator and Associate Lead Evaluator conducted a conference call with Principal Jeremy Dodd on December 15, 2015. The purpose of this call was to review logistics and expectations associated with the Diagnostic Review process. Additional phone calls and emails with the principal allowed for the development of the stakeholder interview and classroom observation schedules, as well as, coordination and sharing of the School's supporting evidence made accessible to the Diagnostic Review Team through One Drive Access. The principal provided copies of the School's Self Assessment and

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Leadership Addendum prior to the on-site visit.

The Lead Evaluator and Associate Lead Evaluator organized a conference call with the Diagnostic Review Team on January 20, 2016. During this meeting, the Lead Evaluator reviewed logistical information about Dayton Middle/High School's scheduled visit, distributed information pertaining to the school's submitted Leadership Addendum and confirmed individual team member access to the school's supporting evidence through One Drive Access.

The Diagnostic Review Team convened its first on-site meeting on Sunday, January 31, 2016. The Dayton Middle/High School principal presented an overview of the school's progress since the time of the school's last Diagnostic Review that was conducted in February, 2014. The principal discussed the school's improvement in academic state rankings, gains in the percentage of students who are College and Career Ready (CCR) since 2009, discussed the school's declining enrollment, provided an overview of several instructional practices implemented in the last year, and discussed changes in school personnel.

The on-site review involved a five member team who provided their knowledge, skills and expertise for carrying out the Diagnostic Review process and developing a written report of their findings. During the on-site visit, the Diagnostic Review Team conducted interviews with leadership personnel, teachers, parents, and students. The Team also conducted classroom observations using the eleot™ classroom observation tool. The Team met for several hours on the evenings of January 31, February 1 and February 2 to discuss supporting evidence, review interview data, discuss eleot™ findings and rate each of the 33 indicators and identify Improvement Priorities.

The Diagnostic Review Team expresses its appreciation to the staff and stakeholders of Dayton Middle/High School for the warm welcome demonstrated throughout the on-site visit. The willingness of administrators, faculty, staff, parents and students to respond to team member questions and provide supporting documentation greatly contributed to the quality of the Diagnostic Review process.

During the Diagnostic Review, a total of 55 stakeholders were interviewed, and 17 classrooms were observed. The Diagnostic Review Team found administrators, faculty, staff, parents and students to be honest and transparent in responding to questions regarding the school's efforts to improve student performance.

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.

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Stakeholder Interviewed	Number
Administrators	2
Instructional Staff	17
Support Staff	1
Students	42
Parents/Community/Business Leaders	6
<b>Total</b>	<b>68</b>

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

Indicator	Description	Review Team Score
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	2.00
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	2.00
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2.00
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1.60
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	2.00
3.6	Teachers implement the school's instructional process in support of student learning.	1.80
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	1.60
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	2.40
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	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.	2.40
3.11	All staff members participate in a continuous program of professional learning.	2.20
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	2.00

## Standard 5 - Using Results for Continuous Improvement

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

Indicator	Description	Review Team Score
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	1.80
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.	2.00
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	2.00
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	2.00
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	2.40

## Student Performance Diagnostic

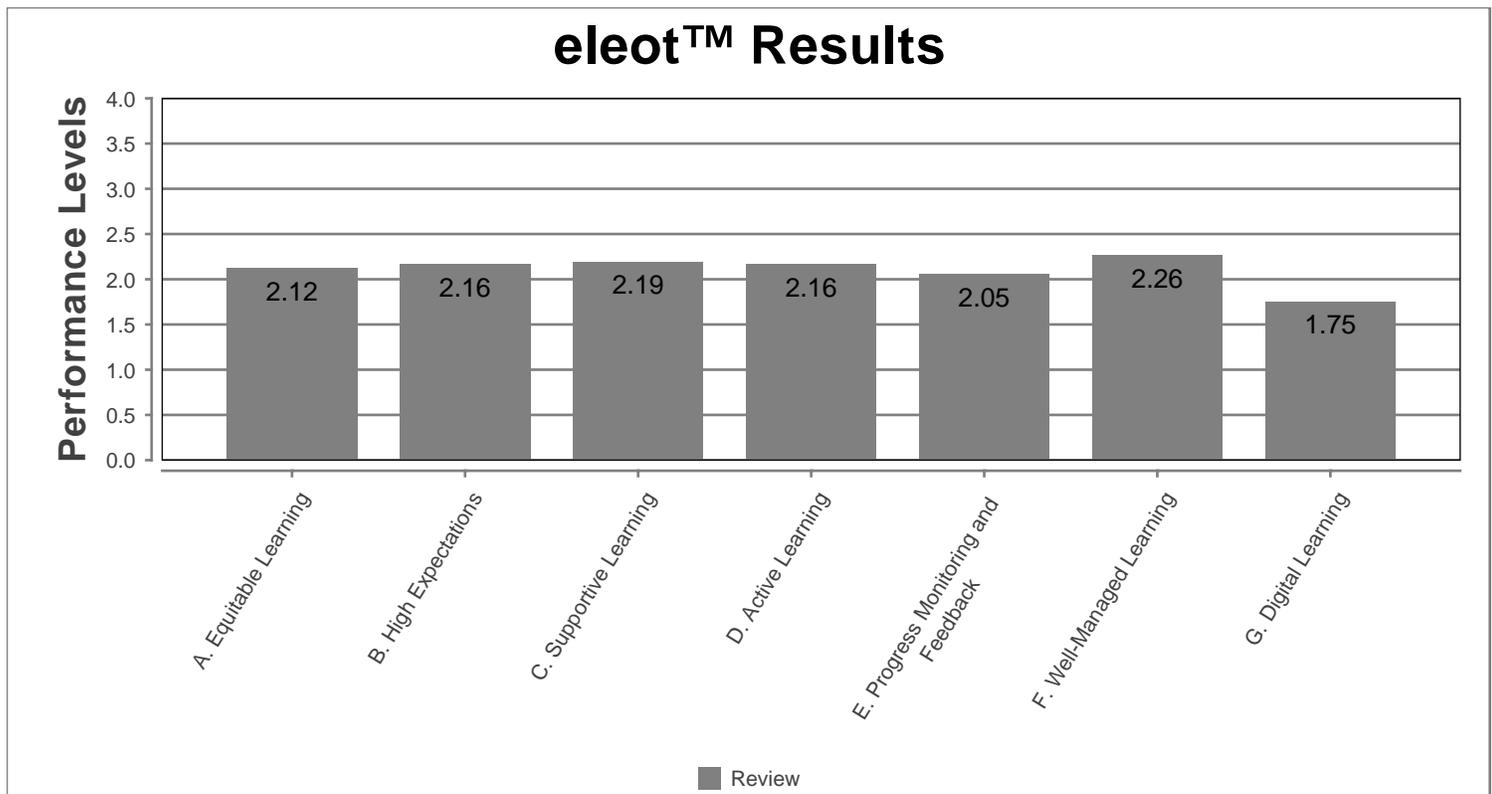
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

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

Ratings for all seven Learning Environments were evaluated to be primarily at a level of two (i.e., on a four-point scale), with six of the seven Learning Environments ranging in value from 2.05 to 2.26 and the lowest Learning Environment, Digital Learning, evaluated to be 1.75.

Observation data suggested widely varying levels of effectiveness across the school for all Learning Environments evaluated. Of concern to the Team were the following learning conditions, which were 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 four-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. Of concern to the Team was the lack of student 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. Most teachers used direct instruction as their primary form of classroom instruction, and students generally listened, took notes and completed seat work.

The High Expectations Learning Environment received an overall rating of 2.16 on a four-point scale. During classroom observations, "activities and learning that are challenging but attainable" (B2) were evident in 47 percent of classrooms and received a rating of 2.35. Observers noted that students seldom 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 was evident in only 24 percent of classrooms and received the lowest rating of this learning environment at 1.59. Team members noted that classroom teachers lack a shared understanding of how to use exemplars effectively. When used in classrooms, exemplars were not accompanied by descriptive criteria or with sufficient discussion to assist students in understanding the characteristics of "high quality work." Team members found that "questions that required higher order thinking" (B5) were evident in 35 percent of classrooms. While there was a school-wide effort to integrate higher order thinking questions in bell ringers and 10x10 formative assessments, it is critical that classroom instructional activities go beyond direct instruction to create critical thinking opportunities for students.

The Supportive Learning Environment received an overall rating of 2.19 on a four-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 within this Learning Environment at 2.59 and was evident in 59 percent of classrooms. While support and assistance was evident in a majority of observed classrooms, "additional/alternative instruction and feedback at the appropriate level of challenge for his/her needs" (C5) was only evident in 12 percent of classrooms and received the lowest rating in this Learning Environment at 1.76. Of particular concern to the Team was the lack of re-teaching and progress monitoring occurring for individual students.

The Active Learning Environment received an overall rating of 2.16 on a four-point scale. It was evident in 41 percent of classrooms observed that students were "actively engaged in the learning activities" (D3) receiving

the highest rating in this learning environment of 2.35. It was somewhat evident in 59 percent of classroom 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 could represent instructional practices that, through peer coaching/mentoring, could have a significant impact on student achievement.

The Progress Monitoring and Feedback Learning Environment received an overall rating of 2.05 on a four-point scale and represented the second lowest rating of the seven learning environments evaluated. Many of the indicators in this environment are 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. Students understanding of "how her/his work is assessed" (E4) was evident in 17 percent of classroom observed and represented the lowest area of this Learning Environment with a rated 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 concerned that students 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 four-point scale and represented the strongest of the seven Learning Environments. In 41 percent of classrooms, observers noted 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). It was evident in 17 percent of classrooms and somewhat evident in 59 percent of classrooms that a student "transitions smoothly and efficiently to activities." (F3) This represents the lowest rating in this Learning Environment with a rating of 1.94. During classroom observations, team members found inconsistencies in the use of positive behavioral supports; and in some instances, significant losses in instructional time expended on non-instructional tasks.

The Digital Learning Environment received an overall rating of 1.75 on a four-point scale. It was evident in 35 percent of classrooms observed (G1), that technology primarily was used to show 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 11 percent of classrooms observed and resulted in a rating of 1.59. Student use of technology to "communicate and work collaboratively for learning" (G3) was evident in 17 percent of classrooms and resulted in a rating of 1.65. The Digital Learning Environment was the lowest rated of the seven Learning Environments, suggesting that recent additions of technology (e.g., shared Tablet carts) have not 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%
<b>Overall rating on a 4 point scale: 2.12</b>						

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%
<b>Overall rating on a 4 point scale: 2.16</b>						

<b>C. Supportive Learning</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
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%
<b>Overall rating on a 4 point scale: 2.19</b>						

<b>D. Active Learning</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
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%
<b>Overall rating on a 4 point scale: 2.16</b>						

<b>E. Progress Monitoring and Feedback</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
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%
<b>Overall rating on a 4 point scale: 2.05</b>						

<b>F. Well-Managed Learning</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
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%
<b>Overall rating on a 4 point scale: 2.26</b>						

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%
<b>Overall rating on a 4 point scale: 1.75</b>						

## Findings

### Improvement Priority

Develop an induction, mentoring and coaching program to support teachers in effectively implementing the school's instructional process to ensure high levels of student learning.

(Indicator 3.6, Indicator 3.7)

#### Primary Indicator

Indicator 3.7

#### Evidence and Rationale

Classroom Observation Data:

According to classroom observation data, the provision of exemplars of high quality work was evident in 24 percent of the classrooms (B3). It was evident in 11 percent of classrooms that students were asked or quizzed about individual progress/learning (E1). Classrooms with "differentiated learning opportunities and activities that meet her/his needs" was evident in 35 percent of classrooms observed (A1). Of concern to the Team was the misunderstanding among faculty members about the use and purpose of exemplars. While exemplars were provided to students, they often lacked accompanying criteria and explanation that would assist the student in understanding how the exemplars represented examples of "high quality work".

Stakeholder Survey Data:

Survey data revealed that 66 percent of students agreed/strongly agreed with the statement "In my school, teachers work together to improve student learning." Survey results showed that 58 percent of staff members agreed/strongly agreed with the statement "In our school staff members provide peer coaching to teachers."

The lack of instructional coaching may undermine the ability of teachers to fully implement instructional practices that ensure high levels of student achievement.

#### Stakeholder Interviews:

Interview data revealed that mentoring and coaching for teachers was insufficient. Specifically, data indicated that while instructional walkthroughs occurred, specific feedback and coaching for teachers from school leaders was limited. In addition, school leaders concurred that teachers lacked a common understanding of the purpose for using exemplars, formative assessments and PLC meetings. Moreover, interview data confirmed a need for additional coaching on these instructional practices. One administrator reflected on a personal need for instructional coaching, stating “Administrators are learning along with the teachers.” At the start of the school year, the principal hired an exemplary teacher as the new Disciplinary Literacy Instructor (DLI) to provide instructional coaching, but during stakeholder interviews, it was determined that coaching only occurs when invitations are issued by teachers to the DLI coach.

#### Review of Documents and Artifacts:

Diagnostic Review Team members considered the following documents and artifacts in analyzing this Improvement Priority:

- 30/60/90 Plan
- Exemplar photos
- Comprehensive School Improvement Plan

Note: With the exception of new teachers, the Team found no evidence of a framework to engage teachers in a mentoring and/or coaching program. While there were photographs documenting the use of exemplars, no evidence was provided showing related criteria or a process for how exemplars were used in the instructional process to develop student understanding of “high quality work” (B3). Examples of formative assessments were provided, but there was no evidence shown as to how formative assessment data were being used to effectively adjust instructional practice.

### **Improvement Priority**

Engage in a continuous, school-wide process to collect, analyze and apply learning from multiple measures of student achievement. Compile and analyze longitudinal data about student learning, readiness levels and instruction and use findings to evaluate the effectiveness of programs.

(Indicator 5.2, Indicator 5.4, SF2. Stakeholder Feedback Results and Analysis , SP2. Test Administration, SP3. Quality of Learning)

#### Primary Indicator

Indicator 5.4

#### Evidence and Rationale

Student Performance Data:

Student performance data currently collected and analyzed by the School was limited to state required assessments, as detailed in the Student Performance Data Analysis document in the addendum of this report. While the school has implemented a local 10x10 formative assessment model and recently transitioned from Measures of Academic Progress (MAP) assessments to College Equipped Readiness Tool (CERT) testing, no data sets were provided as supporting evidence that “multiple measures of student achievement” were compiled and analyzed about student learning, readiness for the next level, instruction and/or to evaluate the effectiveness of programs. The lack of multiple measures associated with a comprehensive assessment system suggested that the school is dependent on lagging measures of student performance (e.g., End of Course assessments, EXPLORE, PLAN), rather than leading measures of student performance (e.g., formative assessment data) to effectively adjust classroom instruction and evaluate the effectiveness of programs.

#### Classroom Observation Data:

According to classroom observation data, it was evident/very evident that students were asked and/or quizzed about their individual progress/learning in 11 percent of the classrooms (E1). Also, in 17 percent of observed classrooms, it was evident/very evident that students understood how their work was assessed (E4). The use of formative assessments to effectively adjust classroom practices in a timely manner was not evident. While weekly formative assessments occurred, no evidence existed to support the existence of daily progress monitoring of student performance to provide a comprehensive picture of student learning.

#### Stakeholder Interviews:

During an interview presentation, the principal shared that he observed teachers as a way to collect and analyze data during their Professional Learning Community (PLC) time. However, he noted that he has yet to see school-wide changes in instruction based on these data. He also stated that most PLCs function in a “check list” or “compliance” mindset as opposed to truly disaggregating and interpreting data and changing instructional practices based on findings.

Interview data revealed that students indicated that they have some opportunities to be retaught information. Moreover, students also reported a lack of individualized feedback based on assessment performance. Students stated that re-teaching opportunities were only offered after school, because teachers did not have time to provide remediation during the school day. Most teachers were unable to articulate specific examples of student and/or instructional growth as a result of implementing the PLC protocols to examine student progress. Statements by students and teachers suggested that feedback has not been as a result of a comprehensive assessment system; but rather, feedback typically was provided to students inconsistently.

#### Review of Documents and Artifacts:

Diagnostic Review Team members considered the following documents and artifacts in analyzing this Improvement Priority:

- PLC Protocols
- PDSA Cycle
- 30/60/90 Day Plan
- Comprehensive School Improvement
- Self Assessment
- Executive Summary

While evidence of the Plan Do Study Act (PDSA) cycle and a protocol for PLC meetings (to analyze data) were included in the artifacts, no data analysis documents to support the existence of a comprehensive assessment system were provided. This lack of evidence suggested that student performance data has not been systematically collected, analyzed and used to effectively adjust instructional practices.

#### Other

#### Professional Learning Community Observation:

During an observation of a PLC meeting, participants followed PDSA protocols, but the conversations associated with the “Act” agenda for Week 4 were not followed with fidelity. The PLC meeting resembled a collaborative planning meeting among participating teachers. Conversations concerning student data were limited to discussions regarding a few students who were failing, but the majority of the PLC meeting did not follow the established Week 4 protocols that require participants to identify and discuss students currently performing at less than an 80 percent proficiency level.

### **Improvement Priority**

Implement a supervision and evaluation process whereby school leaders monitor and effectively adjust professional practice to ensure student success.

(Indicator 2.6, Indicator 3.4)

#### Primary Indicator

Indicator 3.4

#### Evidence and Rationale

Student Performance Data:

A careful analysis of student performance data, as detailed in the Student Performance Data Analysis document in the addendum of this report, showed varying results of student success. For example, End of Course assessment data for Dayton Middle/High School showed double digit gains in 2014-2015 (over the previous school year); however, all content area scores remained below state averages. Algebra II scores were 10 points below the state average. U.S. History scores were 20.9 points below state average, and writing was 15.5 points below the state average. English II reading scores were within .2 point of the state average. Biology scores were within 2.3 points of the state average. Reading scores were below the state average in seventh and eighth grades. Seventh graders scored above the state average in math, but eighth graders

remained below the state average. Social studies scores were below the state average, but writing was 9 points about the state average.

Non-duplicated gap group scores indicated that the high school met targets for percentages of proficient and distinguished in reading, math and science but did not meet delivery targets for proficient and distinguished in social studies and writing. The middle school met their delivery targets in reading, social studies and writing. In math, the school did not meet its reading target, which resulted in not meeting the combined reading and math target.

#### Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, revealed mixed results, suggesting that the school has not developed effective processes for the supervision and monitoring of instructional effectiveness to ensure all students are provided equitable and challenging learning experiences. The Team observed some effective Learning Environments, including the presence of well-managed classrooms; however, in many instances, results did not consistently reveal the use of research-aligned instruction and assessment practices that authentically engaged students in their learning or address individual learning needs. Observation data, for example, indicated that differentiation was evident in 35 percent of classrooms (A1). Students engaged in rigorous course work, discussions, and/or tasks or students being asked to respond to questions that required higher order thinking were evident in 35 percent of classrooms (B4). In 12 percent of classrooms, it was evident that additional and alternative instruction and feedback at the level of student needs was provided (C5). In 29 percent of observations, students were collaborating during student centered activities (F4). Use of digital tools/technology to gather, evaluate and/or use information for learning was evident in 29 percent of the classrooms (G1), and students actively engaging in learning opportunities were evident in 41 percent of observations (B4).

#### Stakeholder Survey Data:

Staff and student survey data supported the need for school leaders to “implement a supervision and evaluation process whereby school leaders monitor and effectively adjust professional practice to ensure student success.” Sixty eight percent of staff members 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.” Fifty-two percent of staff members agreed/strongly agreed with the statement “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.” Sixty-one percent of staff members agreed/strongly agreed with the statement “All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills.” In addition, 48 percent of students agreed/strongly agreed with the statement “All of my teachers change their teaching to meet my learning needs.”

#### Stakeholder Interviews:

Interview data indicated that professional development was provided on research-based instructional strategies and that administration expected teachers to use those strategies in their instruction. Documentation from teacher interviews indicated that while instructional walkthroughs occurred, specific feedback and coaching for teachers from administration was limited. Several teachers mentioned administrators often provided feedback through short, informal conversations. More often, feedback came from the Educational Recovery Staff assigned to Dayton and was used to adjust instruction. Interview data revealed that the principal shared that the demands of the Professional Growth and Effectiveness System (PGES) impacted his ability to conduct walkthroughs and provide feedback. Another limitation expressed by the principal was that the district walkthrough instrument was more of a checklist and does not lend itself to providing feedback.

#### Review of Documents and Artifacts:

Review of artifacts and evidence (e.g., walkthrough instrument, biology pacing guide, English pacing guide, procedure for checking teacher pacing guides, certified evaluation plan, early release schedule) failed to confirm the existence of a formal process for effectively monitoring teacher instructional practices. While the school collected walkthrough data, there was little evidence to suggest that a formal process for providing feedback to monitor and support improvement in instructional practice exists.

Diagnostic Review Team members considered the following documents and artifacts in analyzing this Improvement Priority:

- School Self Assessment
- Executive Summary
- Comprehensive School Improvement Plan
- 30/60/90 plans
- PLC protocols
- Pacing guides
- Agendas for professional development
- Walk-through instrument
- Procedure for checking teacher pacing guides
- Certified Evaluation Plan

#### **Improvement Priority**

Implement an equitable and challenging curriculum that provides all students opportunities to develop learning, thinking and life skills that leads to success at the next level.

(Indicator 1.2, Indicator 3.1)

#### Primary Indicator

Indicator 3.1

#### Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in the Student Performance Data Analysis document in the addendum, indicate that proficient and distinguished scores on the End of Course assessments have risen; however, content area scores remained several points below state averages at both the high school and middle school levels. Moreover, ACT results revealed that the percentage of students meeting benchmark in English and math dropped by 2.9 and 1.2 points respectively. For the 2014-15 school year, 56.4 percent of graduating seniors met college- and career-readiness benchmarks, but the school did not meet the state delivery target. The four year adjusted cohort graduation rate was 71.7 percent, which also did not meet state delivery target.

#### Classroom Observation Data:

Classroom observation data revealed the inconsistent use of research-aligned instructional and assessment practices that authentically engage students in their learning or address individual learning needs. Differentiation, for example, was evident in 35 percent of classrooms (A1). Students striving to meet high expectations established by the teacher were evident in 35 percent of classrooms (B1). Students being tasked with activities and learning that were challenging, but attainable, were evident in 47 percent of classrooms observed (B2). Exemplars of high quality work were provided in 24 percent of classrooms observed (B3). Students engaged in rigorous course work, discussions and/or tasks or students being asked to respond to questions that required higher order thinking was evident in 35 percent of classroom observations (B4). In 41 percent of classrooms, students demonstrated or expressed that learning experiences were positive (C1). Opportunities for students to engage in discussions was evident in 35 percent of observations (D1), making connections to real life experiences was evident in 2 percent of observations (D2) and students actively engaged in learning opportunities was evident in 41 percent of observations (D3). In 29 percent of classrooms, students were collaborating during student centered activities (F4).

#### Stakeholder Survey Data:

Survey results indicated that 45 percent of students agreed/strongly agreed with the statement “My school prepares me to deal with issues I may face in the future.” Forty-eight percent of students agreed/strongly agreed with the statement “All of my teachers change their teaching to meet my learning needs.” Sixty-eight percent of students agreed/strongly agreed with the statement “My school provides me with challenging curriculum and learning experiences”. Forty-five percent of student agreed/strongly agreed that “My school prepares me to deal with issues I may face in the future.”

While 68 percent of students responded that they are challenged, 97 percent of staff responded they agreed/strongly agreed with the statement “Our school’s leaders expect staff members to hold all students to high academic standards.”

#### Stakeholder Interviews:

Interview data revealed that some teachers challenged students with rigorous tasks and assessments. One student, for example, shared that he did not feel challenged in Algebra, because the teacher has to slow down to teach other students who are behind. Although some students indicated that their classes were preparing

them for college, other students expressed uncertainty about their preparedness for success at the next level.

Interview data revealed that some parents recognized that their child(ren) was being challenged more. Parents also offered specific examples of newly implemented initiatives to assist their child(ren) in succeeding beyond the high school level. Parents referenced dual credit courses, online preparation for ACT, credit recovery and after school programs designed to help students as evidence.

Interview data indicated initial progress in implementing a standards-based curriculum and placing an emphasis on engaging students. Teachers indicated that some monitoring of instructional practice has occurred, but limited feedback from observations by school leaders has been provided to teachers. One staff member indicated that students with exceptionalities were not being challenged. The principal noted that student engagement was a primary focus in the school; however, rigorous tasks and assessments are still a work in progress.

#### Review of Documents and Artifacts:

Diagnostic Review Team members considered the following documents and artifacts in analyzing this Improvement Priority:

- School Self Assessment
- Executive Summary
- Vision and belief statements
- Comprehensive School Improvement Plan
- 30/60/90 plans
- PLC protocols
- Pacing guides
- Master schedule
- Student Handbook
- Grading policy
- Make-up work policy
- Agendas for professional development

# 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 school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Indicator	Description	Review Team Score
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	2.00
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	2.00
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.20

## Standard 2 - Governance and Leadership

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

Indicator	Description	Review Team Score
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	2.40
2.2	The governing body operates responsibly and functions effectively.	2.20
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	2.60
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	2.00
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2.40
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	2.00

## Stakeholder Feedback Diagnostic

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

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

Evaluative Criteria	Review Team Score
Questionnaire Administration	4.00
Stakeholder Feedback Results and Analysis	2.00

## Resource Utilization

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

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the more than 32,000 institutions in the AdvancED Network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness and ensures compliance with applicable governmental regulations.

### Standard 4 - Resources and Support Systems

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

Indicator	Description	Review Team Score
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	3.00
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	2.60
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	2.40
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	2.60
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	2.40
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	2.60

Indicator	Description	Review Team Score
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	2.40

# Conclusion

The February 2014 Diagnostic Review Report identified four Improvement Priorities and rated each of the respective indicators at a Level 1. The four Improvement Priorities for the school in 2014, were 3.3 (student engagement through instructional strategies that ensure achievement and individualized learning), 3.6 (implement the instructional process in support of student learning), 3.10 (grading and reporting criteria) and 3.12 (providing and coordinating learning support services to meet individual learner needs).

In response to the 2014 Improvement Priorities, school leadership has implemented several initiatives, including the following: 1) working with the School Based Decision Making Council to adopt a new grading policy that improved fairness and allowed students multiple attempts to demonstrate academic success, 2) implementing a 10x10 formative assessment program to promote academic rigor and higher order thinking, 3) using student exemplars to promote "high quality work" across the school, 4) doubling the amount of reading instruction for students and implementing the READ 180 program, 5) making significant changes to the scheduling structure to improve student access to equitable learning opportunities and 6) hiring content area teachers to tutor in after-school programs. The school's leadership team has implemented a "Plan, Do, Study, Act" (PDSA) process to address existing Improvement Priorities from 2014, and school leaders meet weekly with teachers during regularly scheduled Professional Learning Community (PLC) meetings.

School leadership has maximized opportunities to hire new teachers when vacancies occurred. In 2015, the principal re-purposed an elective teaching position into a Disciplinary Literacy Instructor. This position was filled with an educator who is now providing instructional coaching to teachers who voluntarily seek her assistance.

The school has experienced improvement since 2014, with respect to addressing previous Improvement Priorities, as well as improving the overall "ethos" of the school. Parents indicated a vast difference in the responsiveness of the school toward student learning needs and a high level of support existed for changes enacted under the current principal. While the school has yet to achieve proficiency levels in student achievement, the school has made steady progress to improve its academic standing (i.e., Dayton has experienced the nineteenth highest growth in Kentucky based on 2015 school rankings) and achieved its highest graduation rate in school history with a graduation rate of 68.1 percent at the end of the 2014-2015 school year.

In order to continue its growth toward proficiency, the school must improve its ability to systematically evaluate the effectiveness of its many improvement initiatives. School staff need coaching and mentoring to maximize their efficacy at implementing instructional practices with fidelity and consistency. Specifically, classroom teachers need additional support in the areas of differentiating instruction and using exemplars to promote student understanding of "high quality work." School leaders need to model, through the PDSA process (e.g., within Professional Learning Communities), how to use data to diagnose learning and to effectively adjust instructional practice. While structural and school personnel changes have positively impacted Dayton since 2014, the school needs to embrace systematic processes for monitoring instruction, evaluating programs, coaching and mentoring teachers and become more sophisticated at using all available data to make

instructional decisions that improve learning for all students.

Based on the above detailed conclusions, the 2016 Diagnostic Review Team believes the school has improved from Level One ratings on previous Improvement Priorities to a Level Two rating. A Level Two rating suggests that while evidence somewhat exists supporting evidence does not conclusively show systemic change as prescribed by the AdvancED Quality Standards.

Stakeholder interviews suggested that the principal has the trust and support of parents, teachers and students and has united stakeholders around a shared vision for improvement at Dayton Middle/High School. Staff and faculty, working closely with school leaders and the larger district, need to focus on establishing systematic processes around monitoring of instructional practices, coaching/mentoring of new teachers, using data to differentiate teaching and learning and increasing the ability of school staff and leaders to systematically evaluate instructional programs. The Team concluded that a more systematic approach to implementing initiatives aligned to Improvement Priorities will result in a more complete, connected and impactful understanding of how to achieve the school's mission "to engage, inspire and grow" students.

## **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:

- Develop an induction, mentoring and coaching program to support teachers in effectively implementing the school's instructional process to ensure high levels of student learning.
- Engage in a continuous, school-wide process to collect, analyze and apply learning from multiple measures of student achievement. Compile and analyze longitudinal data about student learning, readiness levels and instruction and use findings to evaluate the effectiveness of programs.
- Implement a supervision and evaluation process whereby school leaders monitor and effectively adjust professional practice to ensure student success.
- Implement an equitable and challenging curriculum that provides all students opportunities to develop learning, thinking and life skills that leads to success at the next level.

# Addenda

## Team Roster

Member	Brief Biography
Dr. Brad E. Oliver	Brad Oliver serves as Director of Education at The Summit. Brad was previously Associate Professor and former Dean in the School of Educational Leadership at Indiana Wesleyan University. Prior to his tenure in higher education, Brad served for 14 years in public education as an elementary teacher, elementary principal, and central office administrator in the school communities of Noblesville, Twin Lakes (Monticello, IN), and Muncie. Brad is a past member of the Indiana Professional Standards Advisory Board and the Indiana State Board of Education. Brad earned his doctorate in Educational Leadership from Ball State University, with dual cognates in Curriculum & Development and Educational Administration. Brad's scholarly interests include researching, writing, and speaking on issues of organizational change, school culture, educational governance, and K-12 education policy.
Mr. Darrell G. Daigle	Darrell Daigle is the Education Recovery Leader at Christian County High in Hopkinsville, KY. He was a teacher and assistant principal at Henderson County High School in Henderson, KY. He was also Director of Secondary Education and Executive Director of Academic Services and Research for the Henderson County Schools. Darrell received his BA in English from Indiana State University Evansville, an MS from the University of Southern Indiana, a Rank 1 in Ed Leadership from Western KY University, and completed superintendent certification from Murray State University.
Mrs. Amanda Dennis	Amanda Dennis is in her 24th year in the field of education and is currently the Acting Director of Special Education in Fayette County Public Schools. Prior to her work in Fayette County, Amanda was the Director of Special Education in Montgomery County Schools, where she previously served as a district level consultant and Assistant Director of Special Education. Amanda taught special education in resource and co-taught settings, at the high school and middle school levels, in Montgomery County and Rowan County. Amanda earned her B.S. in Education, Master of Arts in Education, Rank I in Special Education, and Director of Special Education certification from Morehead State University.
Mr. Seth Green	Seth Green is currently the Assistant Principal at West Middle School in Shelby County. Seth has served for 9 years as 8th Grade Science Teacher in Spencer County.
Mrs. Cammy Sadler	In the 26 years Cammy Sadler has been an educator, she has served as a special education teacher across all grade levels, RTI coordinator, and curriculum specialist. Camilla holds a Bachelor's degree in Learning and Behavior Disorders (K-12) and Early Elementary Education (K-5) as well as a Master's degree in administration. Currently she is employed by the Kentucky Department of Education as an Educational Recovery 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- Dayton High
2. Student Performance Data Analysis- Dayton Middle
3. Stakeholder Survey Plus/Delta
4. Diagnostic Review Team Schedule
5. Leadership Assessment Addendum

## School Performance Data Analysis – Dayton Middle/High School

### School and Student Performance Results

#### Annual Measurable Objective (AMO)

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

#### Plus

- For 2014-2015, increased “Overall Score” by 7.7 points
- Met AMO goal for 2014-2015
- Met participation rate goals.

#### Delta

- Did not meet graduation rate goal.

#### 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)
<b>English II</b>	39.0	55.8	41.9	55.4	56.5	56.7
<b>Algebra II</b>	18.4	36.0	6.5	37.9	28.1	38.1
<b>Biology</b>	22.0	36.3	21.3	39.8	37.3	39.6
<b>U.S. History</b>	52.6	51.3	34.1	58.0	35.9	56.8
<b>Writing</b>	46.3	48.2	36.0	43.3	44.5	50.0
<b>Language Mech.</b>	51.1	51.4	50.0	49.9	36.4	51.6

Plus

- Increased percentage of students proficient and distinguished in English II, Algebra II, Biology, U.S. History and writing from previous academic year
- English II and Biology scores are within two or fewer points of the state % Proficient/Distinguished

Delta

- Experienced a 13.6 point drop in language mechanics over the previous year

**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

- Science scores continue to trend upward, despite a modest decline of .9 of one point at grade 10

Delta

- English, math, and reading percentages of students meeting benchmarks are declining at grade 10

**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	24.4	38.1

Reading	37.5	44.2	39.5	47.1	41.5	47.4
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Plus

- Percentage of students meeting benchmark in reading at grade 11 is steadily increasing

Delta

- Percentage of students meeting benchmarks in English and math at grade 11 is declining

**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)
<b>Combined Reading &amp; Math</b>	33.9	42.3	Yes	31.2	38.4	Yes
<b>Reading</b>	44.0	56.5	Yes	40.1	53.7	Yes
<b>Math</b>	21.3	28.1	Yes	17.5	23.1	Yes
<b>Science</b>	28.7	37.3	Yes	24.2	39.2	Yes
<b>Social Studies</b>	40.3	35.9	No	35.7	31.3	No
<b>Writing</b>	46.5	44.5	No	42.8	41.6	No

Plus

- Met targets for reading, math, reading/math combined and science
- Actual scores for reading are higher by greater than 10 points over target

Delta

- Not meeting target for 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)
<b>College and Career Readiness</b>	57	56.4	66.8	No
<b>Graduation Rate (for 4-year adjusted)</b>	84.8	71.7	87.9	No

cohort)				
Graduation Rate (for 5-year adjusted cohort)	85.8	90.5	88.9	Yes

Plus

- Met target for 5-Year adjusted cohort (i.e., Graduate Rate)

Delta

- Did not meet targets for College & Career Readiness or 4-Year adjusted Cohort (i.e., Graduation Rate)

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	2.0	1.89	2.1	7.8	NI
Practical Living	1.8	2.33	1.67	1.92	7.7	NI
Writing	1.89	1.63	1.89	2.0	7.4	NI
World Language and Global Competency*	1.64	1.82	0.89	0.77	5.1	NI

Plus

- None identified

Delta

- Program review scores fall largely below 2 of the 3 points possible and the school is achieving 5-7 points of the 12 points possible on total score

## **Summary of Student Performance Data**

End of course assessment data indicated that proficient and distinguished scores in English II reading rose by 14.6 points. End of course assessment results in Algebra II indicated that students scoring proficient/distinguished rose 21.6 points. Biology End of Course assessment results indicated proficient and distinguished scores rose by 16 points and U.S. History proficient and distinguished scores rose by 1.8 points. Kentucky Performance Rating for Educational Progress (KPREP) on demand writing proficient and distinguished scores went up 8.5 points.

All content area scores remained below state average. Algebra II scores were 10 points below state average. U.S. History was 20.9 points below state average, and writing was 15.5 points below state average. English II reading scores are within .2 point of state average. Biology scores are within 2.3 points of state average. On the ACT, the percentage of students making benchmark in English dropped 2.9 points. The percentage of students meeting benchmark on the ACT in math decreased by 1.2 points. The percentage of students meeting benchmark in reading increased by 2 points. All of these percentages remained below state average.

Non-duplicated gap group scores indicated that Dayton met targets for the percentage of proficient and distinguished in reading, math and science but did not meet delivery targets for proficient and distinguished in social studies and writing.

For the 2014-15 school year, 56.4 percent of graduating seniors met college and career readiness benchmarks, but the school did not meet the state delivery target. The four year adjusted cohort graduation rate was 71.7 percent, which also did not meet state delivery target.

## School Performance Data Analysis – Dayton Middle School

### Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
<b>2014-2015</b>	56.2	57.2	60.8	Yes	Yes	N/A
<b>2013-2014</b>	57.9	58.9	57.7	No	Yes	N/A

### Plus

- 2014-15 exceeded AMO Goal by 3.6 points
- Met participation rate both years

### Delta

- 2013-14 did not meet AMO goal by 1.2 points

### Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP Assessment 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)
<b>Reading</b>						
6 <sup>th</sup> grade	X	46.3	X	52.8	X	52.9
7 <sup>th</sup> grade	42.4	54.7	49.2	54.4	40	54.5
8 <sup>th</sup> grade	44.4	52.4	41.8	52.2	47.8	54.1
<b>Math</b>						
6 <sup>th</sup> grade	X	38.5	X	47.3	X	43.2
7 <sup>th</sup> grade	32.4	38.6	41.3	42.1	42.8	40.9
8 <sup>th</sup> grade	38.1	45.1	32.8	45.2	38.1	44.2
<b>Science</b>						
7 <sup>th</sup> grade	43.7	61.2	55.6	64.2	N/A	N/A
<b>Social Studies</b>						
8 <sup>th</sup> grade	57.1	59.2	46.3	59.4	55.2	58.6
<b>Writing</b>						
6 <sup>th</sup> grade	X	48.0	X	52.3	X	44.1
8 <sup>th</sup> grade	28.6	38.6	32.8	35.2	43.3	34.3
<b>Language</b>						

<b>Mech.</b>						
6 <sup>th</sup> grade	X	43.8	X	40.3	X	46.1

Plus

- Reading - Increased student achievement in 2012-13 (44.4) to 2014-15 (47.8) in 8th grade
- Math - Continuous improvement in 7<sup>th</sup> grade across three years from 32.4 to 42.8
- Science - Significant increase from year one (43.7) to year two (55.6)

Delta

- Reading - Decreased student achievement from 2012-13 (42.4) to 2014-15 (40.0)
- Math - No decrease or increase from year one to year three (38.1)

**Grade 8 Percentages of Students Meeting Benchmarks on EXPLORE at School and State, 2014-2015**

English School	English State	Math School	Math State	Reading School	Reading State	Science School	Science State
56.5	60.7	40.3	31.6	32.3	39.5	8.1	15.3

Plus

- Math – Grade 8 percentage of students meeting benchmark is 8.7 points higher than the state average

Delta

- English, reading and science – Grade eight percentage of students meeting benchmark are approximately 5-7 points below state averages for these core areas

**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)
<b>Combined Reading &amp; Math</b>	41.6	40.2	No	41.1	37.1	No
<b>Reading</b>	46.9	44.1	No	40.1	53.7	Yes
<b>Math</b>	36.3	36.2	No	32.8	31.1	No
<b>Social Studies</b>	54.5	55.2	Yes	48.5	49.1	Yes
<b>Writing</b>	41.9	43.3	Yes	40.0	45.3	Yes

Plus

- Met Gap Delivery Target for Reading
- Met Proficiency Delivery Targets and Gap Delivery Targets for social studies and writing

### Delta

- Did not meet Proficiency Delivery Targets for reading, math, and combined reading/math or Gap Delivery Target for combined reading/math or math

<b>Program Reviews 2014-2015</b>						
<b>Program Area</b>	<b>Curriculum and Instruction 3 pts possible</b>	<b>Formative &amp; Summative Assessment 3 pts possible</b>	<b>Professional Development 3 pts possible</b>	<b>Administrative / Leadership Support 3 pts possible</b>	<b>Total Score 12 points possible</b>	<b>Classification</b>
<b>Arts and Humanities</b>	1.82	2.0	1.89	2.1	7.8	NI
<b>Practical Living</b>	1.82	2.33	1.67	1.92	7.7	NI
<b>Writing</b>	1.89	1.63	1.89	2.0	7.4	NI

### Plus

- None identified

### Delta

- Program review scores fall largely below 2 of the 3 points possible and the school is achieving a little more than 7 points of the 12 points possible on total score

### **Summary of Student Performance Data**

When comparing 2015 assessment scores to 2014 data there was growth in some grades and content areas; however, in other areas scores dropped. Seventh grade reading scores dropped 9.2 points over the previous year, while eighth grade reading scores rose 6 points. Seventh grade math scores rose by 1.5 points and eighth grade math scores rose by 5.3 points. Social studies scores rose by 8.9 points. Writing scores increased by 10.5 points. Reading scores were below state average in seventh and eighth grade. Seventh graders scored above the state average in math, but eighth graders remained below the state average. Social studies scores were below state average, but writing was 9 points above state average.

The School met their delivery targets in reading, social studies and writing. In math, they did not meet their reading target which resulted in not meeting the combined reading and math target.

## 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. On staff survey results, 97 percent of respondents agreed/strongly agreed with the statement "Our school's purpose statement is based on shared values and beliefs that guide decision-making."
2. On staff survey results, 97 percent of respondents agreed/strongly agreed with the statement "Our school's leaders expect staff members to hold all students to high academic standards."
3. On staff survey results, 90 percent of respondents agreed/strongly agreed with the statement "In our school uses multiple assessments to determine student learning and school performance."
4. On parent survey results, 92 percent of respondents agreed/strongly agreed with the statement "My child knows the expectations for learning in all classes."
5. On parent survey results, 85 percent of respondents agreed/strongly agreed with the statement "My child is prepared for success in the next school year."

Delta:

1. On student survey results, 45 percent of respondents agreed/strongly agreed with the statement "My school prepares me to deal with issues I may face in the future."
2. On student survey results, 48 percent of respondents agreed/strongly agreed with the statement "All of my teachers change their teaching to meet my learning needs."
3. On staff survey results 58 percent of respondents agreed/strongly agreed with the statement "In our school staff members provide peer coaching to teachers."
4. On staff survey results, 52 percent of respondents agreed/strongly agreed with the statement "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students."
5. On parent survey results, 68 percent of respondents agreed/strongly agreed with the statement "All of my child's teachers use a variety of teaching strategies and learning activities."

## **Leadership Capacity**

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

1. On staff survey results, 91 percent of respondents agreed/strongly agreed with the statement "Our school's leaders hold all staff members accountable for student learning."
2. On staff survey results, 97 percent of respondents agreed/strongly agreed with the statement "Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning."
3. On parent survey results, 84 percent of respondents agreed/strongly agreed with the statement "Our school provides opportunities for stakeholders to be involved in the school."

Delta:

1. On staff survey results, 55 percent of respondents agreed/strongly agreed with the statement "In our school a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience."

## **Resource Utilization**

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

1. On staff survey results, 94 percent of respondents agreed/strongly agreed with the statement "In our school all staff members participate in continuous professional learning based on identified needs of the school."
2. On staff survey results, 99 percent of respondents agreed/strongly agreed with the statement "In our school a professional learning program is designed to build capacity among all professional and support staff."
3. On parent survey results, 88 percent of respondents agreed/strongly agreed with the statement "My child has up-to-date computers and other technology to learn."
4. On parent survey results, 83 percent of respondents agreed/strongly agreed with the statement "My child has access to support services based on his/her identified needs."

Delta:

1. On staff survey results, 68 percent of respondents agreed/strongly agreed with the statement "All teachers in our school use a variety of technologies in instructional resources."

**2016 School Diagnostic Review Schedule  
Dayton Middle/High School**

**Sunday, Jan. 31, 2016**

<b>Time</b>	<b>Event</b>	<b>Where</b>	<b>Who</b>
3:00 p.m.	Hotel Check-in	Hotel	Diagnostic Review Team Members
4:00-5:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:30-6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30-7:30 p.m.	<p>Principal's Overview Presentation and Standards Presentation –</p> <p>Questions/topics to be addressed:</p> <ol style="list-style-type: none"> <li>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?</li> </ol> <p>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.</p> <ol style="list-style-type: none"> <li>2. Overview of the School Self Assessment - review and explanation of ratings, strengths and potential improvement priorities.</li> <li>3. How did the school and system ensure that the Internal Review process was carried out with integrity at the school level?</li> <li>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?</li> <li>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?</li> <li>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 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.</li> </ol>	Hotel Conference Room	Diagnostic Review Team Members
7:30 – 8:30 p.m.	<p>Team Work Session #1 (Agenda provided by Lead Evaluator)</p> <ul style="list-style-type: none"> <li>• Review initial indicator ratings.</li> <li>• Review team schedule and individual team member responsibilities</li> <li>• Review classroom observation procedures and interview procedures</li> <li>• Prepare questions for principal interview</li> </ul>	Hotel Conference Room	Diagnostic Review Team Members

	<ul style="list-style-type: none"> <li>Determine other questions that the team needs to have answered</li> </ul>		
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### Monday, Feb 1, 2016

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at school	School office	Diagnostic Review Team Members
8:00 - 9:00 a.m.	Principal interview	Team Meeting Room	Diagnostic Review Team
9:00 – 10:45 a.m.	Begin school and classroom observations	Classrooms	Diagnostic Review Team Members
10:45 a.m.-12:00 p.m.	Lunch & Team Meeting	Team Meeting Room	Diagnostic Review Team
12:00 – 2:55 p.m.	School and classroom observations continue Staff Interviews	Classrooms	Diagnostic Review Team Members
2:55 – 3:30 p.m.	Review of paper artifacts and documentation that could not be provided electronically.	Team Meeting Room	Diagnostic Review Team Members
3:30 p.m.	Team returns to hotel		Diagnostic Review Team Members
5:00 – 6:00 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:00 – 9:00 p.m.	Evening Work Session #2 <ul style="list-style-type: none"> <li>Tabulate classroom observation data from Day #1</li> <li>Reach consensus on second ratings for all indicators</li> <li>Discuss potential Powerful Practices and Improvement Priorities</li> <li><b>Begin DRAFTING the DR Report, i.e., eleot ratings summaries, Improvement Priorities, Summary of the Team's Activities, etc.</b></li> <li>Prepare for Day 2</li> </ul>	Hotel Conference Room	Diagnostic Review Team Members

### Tuesday, Feb 2, 2016

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at school		Diagnostic Review Team Members
8:00 – 9:00 a.m.	Student Interviews, Continue with Staff Interviews  Review of paper artifacts and documentation that could not be provided electronically		Diagnostic Review Team members
9:00 – 10:45 a.m.	Continue artifact review, staff interviews and eleot not completed		Diagnostic Review Team Members
10:45 a.m.-12:00 p.m.	Lunch & Team Meeting		Diagnostic Review Team Members
12:00 -3:00 p.m.	Review of paper artifacts and documentation that could not be provided electronically.		Diagnostic Review Team Members

	Finish remaining staff/student interviews.		
3:30 p.m.	Leave for Hotel		
5:00 – 6:00 p.m.	Dinner		Diagnostic Review Team Members
6:00 – 9:00 p.m.	<p>Evening Work Session #3 (Agenda provided by Lead Evaluator)</p> <p>Examine:</p> <ul style="list-style-type: none"> <li>• Final ratings for standards and indicators</li> <li>• Powerful Practices (indicators rated at 4)</li> <li>• Improvement Priorities (indicators rated at 1 or 2)</li> <li>• Summary overview for each standard</li> <li>• Learning Environment narrative</li> <li>• (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.</li> <li>• Principal Debriefing PowerPoint presentation</li> </ul>	Hotel Conference Room	Diagnostic Review Team Members

### Wednesday, Feb 3, 2016

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:45 a.m.	Check out of hotel and departure for school	Hotel	Diagnostic Review Team Members
8:15 – 9:30 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"> <li>• Final ratings for standards and indicators</li> <li>• Coherency and accuracy of the, Improvement Priorities, Powerful Practices</li> <li>• Summary overview for each standard (in each standard workbook)</li> <li>• Brief narrative that further expands upon the individual learning environment ratings</li> <li>• Principal's Debriefing Conference PowerPoint presentation</li> </ul>		Diagnostic Review Team Members (working in pairs or as individuals)
9:30 – 10:00 a.m.	Kentucky Department of Education Leadership Determination Session		Diagnostic Review Team Members and Kentucky Department of Education
10:00am	Diagnostic Team Members Dismissed		
10:30 – 10:45 a.m.	Exit Report with the principal		Lead Evaluator

	<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 principal. All substantive information regarding the Diagnostic Review will be delivered to the principal and system leaders in a separate meeting to be scheduled later 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 school, make evaluative statements or share any information from the Diagnostic Review Team report.</u></p>		Associate Lead Evaluator
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## 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 Middle/High School.

### Improvement Priority 1

Indicator 3.3	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<b>1.0</b>	<b>2.0</b>	<b>2.0</b>

3.3 Improvement Priority (2013-14)	School Self- Rating	Team Rating
Involve students in their learning through instructional strategies and practices that ensure achievement of the learning expectations and address each student's individual needs.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	X
There is little or no evidence that this Improvement Priority has been addressed.		

#### School Evidence:

- Teacher Pacing Guides
- Engagement Wheel posters in classrooms
- Increased use of technology
- Observations
- PLATO-Online learning
- Walkthrough Data
- School Report Card
- Master Schedule
- PLC Process Week (sharing strategies)

### School Supporting Rationale:

The journey to improved instructional practices is ongoing. In making determinations as to where to begin attacking this school-wide weakness; there was much research and observation. Principal Dodd recognized, as did the prior AdvancEd accreditation team, that there seemed to be a lack of rigor within the classrooms. Our students' classroom grades were not matching our results on standardized test scores, which also indicated a lack of rigor. Upon further research and observation, it was noted that the vast majority of formative questioning within classrooms came in the form of verbal questioning and verbal responses. The main issue with verbal questioning as the only formative assessment is a lack of data to inform decision making. In addition to the lack of rigor within classrooms, students appeared disengaged, therefore contributing little to the learning environment. Principal Dodd began last year by distributing copies of the Engagement Wheel to each teacher and asking them to post it within their classrooms. Each week DMS/DHS has early release days where staff have professional development. Last year the student engagement wheel was a frequent point of conversation. Staff discussed how often they were using the strategies listed within the wheel to engage students and the method they were using those specific strategies. Principal Dodd sent out a strategy of the week to teachers, outlining a new strategy each week, which teachers may not have been previously exposed to. Teachers were asked to indicate on their pacing guides which day of the week and the type of lesson the strategy of the week would be used in. Principal Dodd also added the engagement wheel as well as a reference and the three major learning styles to the teacher's pacing guides for consideration when creating lessons. There were also many conversations regarding backwards design; planning with the end results in mind. During last year's PLC meetings a great emphasis was placed on studying the types of questions within EOC exams, ACT exams, KPREP exams, etc. The rigor of the questions seemed to be eye opening to teachers. Teachers were in agreement that our students were not being exposed to that level of questioning within the classrooms. That recognition has payed dividends with getting staff to buy in to the need for more student engagement and more rigorous questioning within our classrooms. As the year progressed student engagement greatly increased in each of our classrooms, but there was still much need for improvement. Principal Dodd and a team of teacher leaders visited East Carter High School (Hub School) to seek new ideas to help with these issues. From that visit, we borrowed several new strategies. One of which was the idea of 10 for 10 quizzes. Each week, and in each class, our students take a timed 10 minute/10 question assessment over the standards that were taught during the current week. Teachers now know the rigor required of the questions students should be exposed to throughout the year and are creating their own questions in a like manner. This year, we arranged our master schedule to allow for weekly PLC meetings, and we initiated a new PLC process to go along with those changes. This new PLC process/protocol is designed to model the Plan, Do, Study, Act cycle. Throughout this PLC process, teachers discuss planning of instruction, share test questions with each other, study quiz/test data results, and share strategies for re-teaching content students didn't understand. We believe that over time, we will experience much success as a result of these initiatives. However, there is still much work to do, and it will take time to fully implement this process with fidelity. That, and that there are several new teachers within our building who missed last year's trainings is why I rate this area as partially addressed.

**Team Evidence:**

- Performance Data
- Survey Data
- Classroom Observations
- Stakeholder Interviews
- Review of Documents and Artifacts
- Principal's Presentation & Interview

**Team Supporting Rationale:**

The School has made strides to implement several initiatives related to previous Improvement Priorities. Classroom observation, interviews and a review of supporting evidence revealed inconsistencies in the implementation of strategies. Diagnostic Review Team members found that passive learning (e.g., note taking, listening, complying with teacher instructions) occurred in the majority of classrooms. Even in cooperative groups, students typically were not actively engaged, and few attempts to differentiate instruction were noted. Holistic direct instruction was the primary instructional method observed by Team members. A concern of the Diagnostic Review Team was the large number of teachers who indicated a need for additional instructional coaching and mentoring on formative assessments, higher order thinking strategies and the use of exemplars to define high quality work. A review of student performance data showed that content area scores were below state averages, and ACT scores dropped. Survey data also revealed a perception among students that learning was not individualized. The addition of a Disciplinary Literacy Coach to support classroom teachers was an excellent idea. The school needs to develop systematic processes around a comprehensive assessment system, monitor instructional practice and evaluate the efficacy of programs to meet the needs of all learners.

**Improvement Priority 2**

<b>Indicator 3.6</b>	<b>2013-14 Team Rating</b>	<b>2015-16 School/District Self- Rating</b>	<b>2015-16 Team Rating</b>
Teachers implement the school's instructional process in support of student learning.	<b>1.0</b>	<b>3.0</b>	<b>2.0</b>

<b>3.6 Improvement Priority (2013-14)</b>	<b>School Self- Rating</b>	<b>Team Rating</b>
Develop, implement and monitor a school-wide instructional process that will ensure students are clearly and consistently informed about learning expectations, have access to exemplars, are provided opportunities to formatively assess their learning, and are provided specific and timely feedback about their learning.		

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:**

- Exemplars posted in classrooms
- Exemplars discussed with students prior to assignments
- Exemplars listed on pacing guides
- PLATO-Online learning
- Goal setting sheet in student planners
- PLC Process
- Purchase of GradeCam for all teachers
- Purchase of document cameras for all teachers
- 10 for 10 weekly formative quizzes
- Benchmark Assessments in EOC classes with immediate feedback
- CERT Tests with immediate feedback
- RTI/Intervention Bell for any student not meeting benchmarks on CERT

**School Supporting Rationale:**

SBDM policy 23.02 requires 70% of all grades to be summative examinations and 30% to be formative assessments. In addition, the policy allows for students to have multiple opportunities to demonstrate mastery of the standards. Failure doesn't mean failure. It means that the student must study and retest or do a different assignment, to prove mastery of the standards. Teachers have received multiple trainings on the use of assessment to inform and transform instructional practices. Each classroom conducts what we call a 10 for 10 every week. Those are formative assessments regarding lessons taught earlier in the week, but written to the rigor of the ACT, Quality Core, etc., in a 10 minute time frame. Principal Dodd has purchased GradeCam for each teacher and each teacher has been provided a document camera. GradeCam company representatives came to DMS/DHS and presented a 1.5 hour training on their product for every staff member. The results of those purchases and trainings are that students receive immediate feedback on multiple choice quizzes and tests. Early release PD meetings have been used to discuss exemplars, grading practices, consistency in grading, expectations of student engagement, pacing guides, daily learning targets, unit learning targets, providing student feedback, etc. Two spaces were added to the teacher pacing guide to allow for teachers to describe how exemplars will be used to help provide instruction to students, and for teachers to write unit learning targets (backwards design). With the grading policy change, as well as the requirements of 10 for 10 assessments each week, the learning expectations and performance expectations of and for our students is well known. Students who once "played school" and had straight A's now struggle and must study to maintain those grades. Principal Dodd makes a point to

frequently tell students, “Only study on days you eat.” Many parents have called Mr. Dodd to complain that their student’s grades are suffering due to the new rigorous requirements of DMS/DHS. Principal Dodd simply responds by letting parents know that the expectation is that each and every student will study daily, and if the student refuses to study, he/she will likely struggle. Parents are also informed of multiple after school services which can help students succeed, such as tutoring provided by certified teachers free of charge. Dayton Middle and High School has changed and that change has been communicated to each stakeholder. Most stake holders have accepted the challenge. We are being very clear about Dayton Middle and High School: We are preparing students for future success, not just high school success.

#### Team Evidence:

- Performance Data
- Survey Data
- Classroom Observations
- Stakeholder Interviews
- Review of Documents and Artifacts
- Principal’s Presentation & Interview

#### Team Supporting Rationale:

A concern of the Diagnostic Review Team was the large number of instructional practices being implemented simultaneously without sufficient monitoring and coaching. During teacher and school leader interviews, it became apparent that the school lacked systematic processes for mentoring and coaching teachers. The school has not established a comprehensive assessment system, making it challenging for Professional Learning Communities (PLCs) within the school to efficiently and effectively collect and analyze student performance data for the purpose of adjusting instructional practice based on student need. There appears to be misunderstanding among classroom teachers on how to implement specific interventions such as the 10x10 formative assessments, classroom exemplars and differentiated learning. Currently, Educational Resource Staff assigned to the school are providing a significant amount of feedback to classroom teachers via classroom walkthroughs and the weekly monitoring of pacing guides. This is in contrast to the principal who shared that managerial tasks limited time available to provide sufficient feedback to teachers during walkthroughs of classrooms. Finally, an observation of a Professional Learning Community during the onsite visit suggested efforts are being undertaken to follow the PDSA cycle protocol. Unfortunately, during observations, the protocol was loosely followed and the conversations missed their intended purpose (which was to discuss student performance), and the majority of the PLC was spent on collaborative planning among participating teachers.

### Improvement Priority 3

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.	<b>1.0</b>	<b>3.0</b>	<b>2.0</b>

3.10 Improvement Priority (2013-14)	School Self- Rating	Team Rating
Establish, implement, and evaluate grading and reporting policies, processes and procedures with clearly defined criteria to represent each student's attainment of skills and content knowledge.		
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:

- Visited East Carter High School to borrow best practices w/grading
- Staff were provided copies of **15 Fixes for Broken Grades** for summer break 2015
- SBDM policy 23.02 (New Grading Practice 70%summative 30% formative)
- Teacher Gradebooks
- Teacher Orientation PPT
- Early Release Meeting agendas and PPT
- Student Report Cards

#### School Supporting Rationale:

The grading practices of DMS/DHS has long been an issue. Former Principal Wolf (now director of teaching and learning) attempted to engage teachers in discussions of a universal grading policy, as did current Principal Dodd. Each time teachers became frustrated and were very much not in favor of school leaders “messing with their autonomy” when it comes to grading. Principal Dodd decided to address this in a series of actions. He created a teacher leadership team, separate from SBDM, to help with decision making and the study and use of school-wide data. One of the leadership team’s tasks was to begin polling teachers on what they believe needed to change. Principal Dodd then took several members of the teacher leadership team on a visit to East Carter High School, which had

implemented a school-wide grading policy with success. Principal Dodd consistently reviewed the AdvancED findings from our accreditation visit with all staff members and SBDM members in an effort to highlight areas for improvement, including a need for consistency in grading. Using classroom data which indicated student success and comparing that same data to standardized testing results also proved to teachers that there were inconsistencies. Prior to last summer break, Principal Dodd purchased and distributed copies of A Repair Kit for Grading: 15 Fixes for Broken Grades by Ken O'Connor and instructed teachers to read during their summer break. All teachers, including new hires, received this book. During the summer, members of the teacher leadership team and SBDM members attended a standards based grading professional development implemented by Tom Gusky. These actions began to win over teachers minds regarding the need to be more deliberate in our grading practices matching the standards taught. Principal Dodd then encouraged the teacher leadership team and SBDM members to draft two separate grading policy proposals using the new knowledge acquired from our readings and trainings. Principal Dodd did not interfere or provide input into the grading scale proposals upon the initial drafting. This was done deliberately so that it was teacher generated and teacher approved. At the July 2015 SBDM meeting, the two proposals were discussed and a first draft of SBDM policy 23.02 was created with Principal Dodd's input. At the August SBDM meeting, policy 23.02 was adopted. All teachers had a professional development day on August 7<sup>th</sup> where the policy was introduced to all staff, discussed with fidelity, and communicated with stakeholders. On our August 10 PD day, all teachers were trained and used their laptops, tablets, or library computers to set up all grade books with the 70% summative and 30% formative weighted grading scales. School leadership monitors teacher gradebooks for consistency and fidelity. Upon your visit, you will see consistency in our grading practices in every classroom.

#### Team Evidence:

- Performance Data
- Survey Data
- Classroom Observations
- Stakeholder Interviews
- Review of Documents and Artifacts
- SBDM Grading Policy

#### Team Supporting Rationale:

While the grading policy was changed in regard to scale and formative/summative weighting, the new policy has yet to establish school-wide behavioral norms such as those associated with a comprehensive assessment system. Classroom observations revealed little evidence of individualized progress monitoring, and a review of supporting evidence did not substantiate ongoing efforts to collect, analyze and use available performance data to diagnose student learning and effectively adjust instructional practice Interview data revealed that GradeCam was used to grade papers and to review student assessment data; however, teachers rarely analyzed data for the purpose of adjusting instructional practice. The implementation of the new grading policy contributed to some confusion among teachers due to the vagueness of the language that appeared to give students multiple attempts to submit missing or late work. This has resulted in inconsistent application of the policy by

teachers and growing frustration (i.e., expressed by teachers during interviews) over students having multiple attempts to submit work without experiencing penalties. It is recommended that school leaders revisit the grading policy with the SBDM Council to clarify the policy's intent and with regard to multiple submissions of student work.

### Improvement Priority 4

Indicator 3.12	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
The school provides and coordinates learning support services to meet the unique learning needs of students.	<b>1.0</b>	<b>3.0</b>	<b>2.0</b>

3.12 Improvement Priority (2013-14)	School Self- Rating	Team Rating
Monitor the effectiveness of the process of using data in learning support services used to meet the unique learning needs of students. Ensure that staff remains current on research related characteristics such as learning styles, multiple intelligences, and personality traits to provide individualized learning support for 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:

- Built in resource time for exceptional children
- 4th bell intervention/RTI for any student not performing at grade level.
- More honors courses added to the master schedule to challenge students
- Dual credit opportunities free of charge for any student meeting college standards
- Staff meeting agendas
- Student Surveys/Needs Assessments
- PLATO-Online learning
- Book study (Jenson—students in poverty)
- **15 Fixes for Broken Grades** book provided for all staff

#### School Supporting Rationale:

DMS/DHS teachers use data to inform instruction in several ways. Weekly 10 for 10 formative assessments, using GradeCam for grading provides teachers and students immediate feedback of ongoing learning. Then remediation can take place in a timely manner. Students in EOC classes are

given benchmark assessments using questions pulled from the Quality Core website and CIITS to gain an understanding of preparedness and that data is used for remediation. Auditory, Kinesthetic, and Visual learning styles were added to the teacher pacing guides to remind teachers to differentiate instruction. ILP training was provided to all staff for awareness of individual student preferences. We arranged our master schedule in such a way that all students not meeting CERT benchmarks receive supplemental instruction in math, reading, and English during a 4<sup>th</sup> bell RTI/Intervention bell at the high school. During that 4<sup>th</sup> bell intervention time, teachers are forming relationships with students through mentoring. The master schedule also allows for exceptional students to receive resource classroom time if needed and for all teachers to have common planning periods by subject at the high school. Common planning times have allowed for weekly PLC meetings, by department, where student assessment data is reviewed, instructional strategies are shared, and ideas are developed. The middle school has a program called "SPIN" on Wednesdays, where any student failing to meet standards is given remediation instruction and time to complete missing assignments. Students who meet standards and have turned in all assignments receive a reward time for 1 hour. Any student demonstrating college readiness on the ACT (Juniors and Seniors) has the opportunity to attend Gateway Community and Technical College for dual credit classes. This opportunity is provided to our students free of charge. We even purchase the books and provide transportation. Our Youth Service Center Director conducts student needs surveys and shares the results with staff. All Dayton Independent Schools Staff attend trainings on poverty. Our Board of Education provided copies of **Engaging Students With Poverty In Mind** by Eric Jensen. All employees attend book study sessions to learn about these issues. This is very important for staff learning because all of our students receive free lunch and most live in poverty.

#### Team Evidence:

- Performance Data
- Survey Data
- Classroom Observations
- Stakeholder Interviews
- Review of Documents and Artifacts
- Principal's Presentation & Interview

#### Team Supporting Rationale:

The School has implemented a number of initiatives to support students, including the Daytona Academy where students can recover credits through the use of PLATO Learning Environment. As has been noted previously in this report, many initiatives currently lacked sufficient monitoring and many teachers reported a lack of coaching and mentoring to ensure consistency and fidelity of planned learning interventions associated with current Improvement Priorities. While the Diagnostic Review Team did observe some evidence during classroom observations, efforts to differentiate instruction and individualize learning were only evident in 35 percent of classrooms observed (A1). Current interventions have contributed to short-term gains, which are a positive development. The school's Literacy Design Collaboratives (LDCs) and Math Design Collaboratives (MDCs) should be viewed as a resource to teachers on initiatives such as 10x10 formative assessments. The Diagnostic Review Team remains concerned that there is currently an over reliance on the Educational Resource Staff to support classroom teachers. In order for the school to obtain Proficiency Levels of academic

performance, it will be critical that the principal fully embrace his role as the instructional coach of the school. Moreover, the newly created Disciplinary Literacy Coach must be empowered to work with all teachers and not just those voluntarily seeking her assistance.

**School Diagnostic Review Summary Report**

**Dayton Middle/High School**

**Dayton Independent Public Schools**

**1/31/2016 – 2/03/2016**

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

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

**Principal Authority:**

The principal does have the ability to lead the intervention and should remain as principal of Dayton High School to continue his roles and responsibilities established in KRS 160.345.

**Council Authority:**

School council of Dayton High School does have the ability to continue its roles and responsibilities established in KRS 160.345.

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

Commissioner, Kentucky Department of Education

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

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

Principal, Dayton High School

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

Superintendent, Dayton Independent Public Schools

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