

Report of the Diagnostic Review Team for Doss High

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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

The Doss High School Diagnostic Review occurred January 25-28, 2015. Prior to the onsite review, the seven person Diagnostic Review Team participated in two online meetings. During the first meeting, which occurred on January 8, 2015, the Lead Evaluator reviewed the following topics: 1) Team Workspace, 2) Final Report, 3) Workbook, 4) "Guidance for Misunderstood Indicators," 5) Diagnostic Review Report 2013, 6) Doss Diagnostic Review Report, 7) Surveys, 8) Student Performance Data, 9) Team Member Rating Spreadsheet, and 10) eleot™. The second meeting occurred on January 16, 2015, and included a review of: 1) Workspace documents, 2) Dropbox and Evidence, and 3) Standards Assignments.

The Diagnostic Review Team convened for its first onsite meeting on January 25, 2015. The Doss High School principal presented an overview of the school's progress since the previous review that was conducted in 2013. The principal discussed the ratings and progress made for each of the original 12 Improvement Priorities as well as key initiatives that have been implemented. Diagnostic Review Team members developed preliminary ratings for each of the indicators. Potential areas of progress as well as areas that are still in need of improvement were identified. The Lead Evaluator communicated by phone and email with the principal prior to the Diagnostic Review. The primary focus of these contacts was to establish representative interview and classroom observation schedules. Additionally, the school identified necessary documents to be used as supporting evidence and made these documents accessible through Dropbox. This resulted in a useful review schedule and access to documents and artifacts to support an overall smooth review process.

The Diagnostic Review Team began its onsite work on January 26, 2015 by interviewing leadership personnel, teachers, parents, community members, and support staff. The Review Team also conducted classroom observations using the *eleot*[™]. In the evenings, the Review Team met for several hours to review the interview data and additional evidence. The team reviewed and rated each of the indicators and identified potential Improvement Priorities.

On the second onsite day, January 27, 2015, the Review Team continued classroom observations and interviewed students and additional instructional staff. Three staff members not on the interview schedule requested to be interviewed, and they were accommodated. Additionally, the school staff submitted five unsolicited written statements to the Review Team. One of the statements was signed and four were anonymous. In the evening, the Review Team met with the Kentucky Department of Education staff member who coordinated the Leadership Assessment process and reviewed findings with the Team.

The final onsite day, January 28, 2015, consisted of completing the Kentucky Department of Education Leadership Determination process and report writing.

The Diagnostic Review Team appreciates the hospitality of the Doss High School administration and staff for making arrangements for the Team to have a private workspace. The Team also wishes to thank the administration for providing daily refreshments and assisting the Review Team in securing lunch while onsite. The school staff also assisted the Review Team with daily schedule changes and kept the team informed of events that had the potential to impact the review schedule.

The Diagnostic Review Team would like to thank the Doss High School administration and staff for its candid self-assessment of progress, and for providing supporting evidence through Dropbox. The school staff demonstrated good faith in conducting surveys and analyzing survey data. They carefully assessed their progress on the 12 Improvement Priorities identified in the 2013 Diagnostic Review. The staff was very receptive to Diagnostic Team requests for additional interviews and supporting evidence documents.

Stakeholders were interviewed by members of the Diagnostic Review Team to gain their perspectives on topics relevant to the institution's effectiveness and student performance. The feedback gained through the

stakeholder interviews was considered with other evidences and data to support the findings of the Diagnostic Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Interviewed	Number
Administrators	7
Instructional Staff	28
Support Staff	4
Students	24
Parents/Community/Business Leaders	9
Total	72

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		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.	1.29
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	1.14
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.00
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1.43
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	1.86
3.6	Teachers implement the school's instructional process in support of student learning.	1.29
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	1.29
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	1.86
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	1.86

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.	2.14
3.11	All staff members participate in a continuous program of professional learning.	2.00
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	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.	2.00
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	1.86
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	1.57
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	1.71
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.	1.57

Student Performance Diagnostic

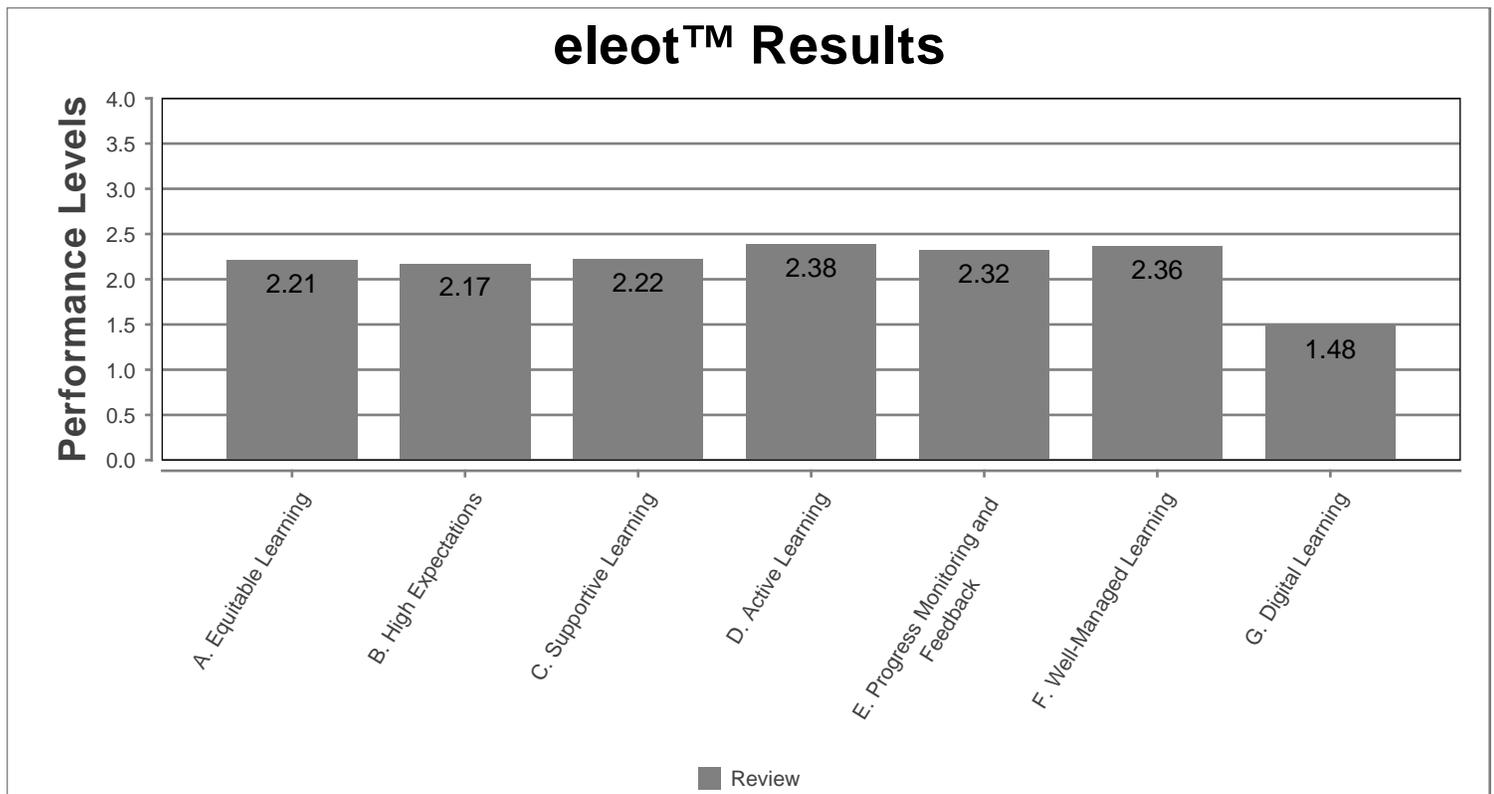
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

Evaluative Criteria	Review Team Score
Assessment Quality	2.57
Test Administration	2.29
Equity of Learning	1.14
Quality of Learning	1.86

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 60 classroom observations using the eleot™. All classrooms were observed, including those classes taught by long-term substitute teachers.

Equitable Learning Environment

Instances of students having equal access to classroom discussions, activities, resources, technology, and

support were evident/very evident in 62 percent of classrooms, which was the highest rated component of the Equitable Learning Environment. In addition, observations consistently affirmed the need for greater provision of differentiated learning opportunities. For example, it was evident/very evident in only 28 percent of classrooms that students had differentiated learning opportunities and activities that met their needs. Finally, it was evident/very evident in only 21 percent of the classrooms that students had opportunities to learn about their own and others' backgrounds/cultures/differences.

High Expectations Learning Environment

The use of exemplars of high quality work was evident/very evident in only 32 percent of classrooms. Instances in which students were tasked with activities and learning that were challenging yet attainable were evident/very evident in 48 percent of classrooms. However, the presence of rigor and students being asked and responding to questions requiring higher-order thinking were evident/very evident in only 28 percent of the classrooms. These ratings indicate a need to better establish academic expectations and definitions of academic rigor throughout the school.

Supportive Learning Environment

It was evident/very evident in 58 percent of classrooms that students were provided support and assistance to understand content and accomplish tasks. This indicator was the highest rated component of the Supportive Learning Environment and was rated 2.62 on a 4 point scale. Additional/alternative instruction and feedback at the appropriate level of challenge for students was evident/very evident in just 20 percent of classrooms. When considered along with the lack of opportunities for differentiated learning as described previously, the relatively low frequency of individualized learning indicates a need to focus on multiple instructional strategies, assignments, and activities that adequately address student learning needs. The school may want to consider developing these strategies through the professional learning community structure as part of creating solutions to uneven student performance.

Active Learning Environment

Students having several opportunities to engage in discussions with the teacher and other students was evident/very evident in half of the classrooms. This indicator was the highest rated component of the Active Learning Environment at 2.52 on a 4 point scale. However, engagement practices are not universal across the school. Opportunities for students to make connections from content to real life experiences were evident/very evident in 42 percent of the classrooms and rated 2.17 on a 4 point scale. Connecting classroom content to students' lives is a useful strategy to increase their engagement in what they are learning.

Progress Monitoring and Feedback Learning Environment

It was evident/very evident in 57 percent of classrooms that students understood the lesson and lesson content. This indicator was the highest rated component of the Progress Monitoring Environment and rated 2.53 on a 4 point scale. It was evident/very evident in only 36 percent of the classrooms that students were

asked and/or quizzed about individual progress or learning. This indicator was rated 2.18 on a 4 point scale. Observers did not detect the systematic practice of teachers checking students' understanding of lesson content, a key component of formative assessment. Progress monitoring techniques (i.e., paper and pencil tests, classroom activities using rubrics, interviews, and/or teacher observations with individual students) were infrequently observed.

Well-Managed Learning Environment

The Well-Managed Learning Environment received an overall rating of 2.62 on a 4 point scale. It was evident/very evident in 57 percent of classrooms that students interacted respectfully with teachers and peers. However, observations did not reveal regular use of student-centered activities or student collaboration. These components were observed as evident/very evident in only 34 percent of classrooms. Concerns about student discipline was noted in many survey responses, in multiple interviews with staff, and in the school's Diagnostic Report. Classrooms that emphasized a student-centered focus and that actively engaged students in learning activities tended to have the fewest discipline issues. The staff is strongly encouraged to focus on developing and implementing strong student-centered learning activities in all classrooms as a cornerstone for improving overall student behavior.

Digital Learning Environment

All of the scores in the Digital Learning Environment were less than a 2 on a 4 point scale. It was evident/very evident in only 18 percent of classrooms that students used digital tools or technology to gather, evaluate, and/or use information for learning. Students were observed using digital tools/technology to communicate and work collaboratively for learning in just 5 percent of classrooms. Digital technology is a powerful tool for increasing student engagement. It also allows new opportunities for differentiation and individualization in terms of content, pacing, and assessment practices.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.08	Has differentiated learning opportunities and activities that meet her/his needs	5.00%	25.00%	43.33%	26.67%
2.	2.68	Has equal access to classroom discussions, activities, resources, technology, and support	10.00%	55.00%	28.33%	6.67%
3.	2.42	Knows that rules and consequences are fair, clear, and consistently applied	6.67%	46.67%	28.33%	18.33%
4.	1.67	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	0.00%	20.00%	26.67%	53.33%
Overall rating on a 4 point scale: 2.21						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.45	Knows and strives to meet the high expectations established by the teacher	6.67%	43.33%	38.33%	11.67%
2.	2.30	Is tasked with activities and learning that are challenging but attainable	1.67%	35.00%	55.00%	8.33%
3.	1.93	Is provided exemplars of high quality work	5.00%	26.67%	25.00%	43.33%
4.	2.15	Is engaged in rigorous coursework, discussions, and/or tasks	0.00%	36.67%	41.67%	21.67%
5.	2.02	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	1.67%	26.67%	43.33%	28.33%
Overall rating on a 4 point scale: 2.17						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.32	Demonstrates or expresses that learning experiences are positive	1.67%	53.33%	20.00%	25.00%
2.	2.30	Demonstrates positive attitude about the classroom and learning	1.67%	48.33%	28.33%	21.67%
3.	1.95	Takes risks in learning (without fear of negative feedback)	1.67%	30.00%	30.00%	38.33%
4.	2.62	Is provided support and assistance to understand content and accomplish tasks	8.33%	50.00%	36.67%	5.00%
5.	1.93	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	1.67%	18.33%	51.67%	28.33%
Overall rating on a 4 point scale: 2.22						

D. Active Learning						
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.52	Has several opportunities to engage in discussions with teacher and other students	5.00%	46.67%	43.33%	5.00%
2.	2.17	Makes connections from content to real-life experiences	6.67%	36.67%	23.33%	33.33%
3.	2.45	Is actively engaged in the learning activities	8.33%	43.33%	33.33%	15.00%
Overall rating on a 4 point scale: 2.38						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.18	Is asked and/or quizzed about individual progress/learning	3.33%	31.67%	45.00%	20.00%
2.	2.32	Responds to teacher feedback to improve understanding	3.33%	40.00%	41.67%	15.00%
3.	2.53	Demonstrates or verbalizes understanding of the lesson/content	3.33%	53.33%	36.67%	6.67%
4.	2.35	Understands how her/his work is assessed	10.00%	28.33%	48.33%	13.33%
5.	2.22	Has opportunities to revise/improve work based on feedback	5.00%	33.33%	40.00%	21.67%
Overall rating on a 4 point scale: 2.32						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.62	Speaks and interacts respectfully with teacher(s) and peers	11.67%	51.67%	23.33%	13.33%
2.	2.55	Follows classroom rules and works well with others	10.00%	51.67%	21.67%	16.67%
3.	2.05	Transitions smoothly and efficiently to activities	1.67%	40.00%	20.00%	38.33%
4.	2.13	Collaborates with other students during student-centered activities	5.00%	31.67%	35.00%	28.33%
5.	2.45	Knows classroom routines, behavioral expectations and consequences	10.00%	41.67%	31.67%	16.67%
Overall rating on a 4 point scale: 2.36						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.62	Uses digital tools/technology to gather, evaluate, and/or use information for learning	5.00%	15.00%	16.67%	63.33%
2.	1.57	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	5.00%	11.67%	18.33%	65.00%
3.	1.27	Uses digital tools/technology to communicate and work collaboratively for learning	3.33%	1.67%	13.33%	81.67%
Overall rating on a 4 point scale: 1.48						

Findings

Improvement Priority

Implement a systematic process to supervise, monitor, and provide timely feedback to teachers focused on the improvement of classroom instructional practices. The process should assist teachers in modifying their instructional practices to ensure student success by providing prompt and targeted feedback using data from the Teacher Professional Growth and Effectiveness System (TPGES), regular classroom walkthroughs, and the Kentucky Teacher Internship Program (KTIP) process.

(Indicators 3.4)

Evidence and Rationale

Student Performance Data:

As detailed in the addendum to this report, student achievement data suggests the need for renewed attention to significantly improving instructional practice, as well as a need for timely, coherent, and targeted feedback directed at specific instructional practices. In the 2013 Diagnostic Review, an Improvement Priority for this Indicator states, "Acquire professional development to gain awareness, knowledge, and understanding of the characteristics of rigor in classroom instructional practices and strategies." The 2013 Diagnostic Review Report stated that, "Administrative walkthrough documentation revealed minimal feedback to help teachers adjust and change instructional practices in the classroom."

Classroom Observation Data:

As discussed previously in this report, classroom observation data for Indicators 3.1, 3.2, and 3.3 illustrates a need for more effective supervision and monitoring practices to help ensure the systematic presence of highly effective learning environments in all classrooms. Instances of student engagement, for example, were only

evident/very evident in 36 percent of classes, suggesting that school leadership has not established consistent systems or processes to supervise and monitor instructional effectiveness. Further, student-to-student collaboration during student centered activities was evident/very evident in only 33 percent of the classrooms. When students were observed sitting in groups, they were often completing individual work. Classroom observation data suggests that supervision, monitoring, and feedback are clearly potential areas to increase instructional effectiveness and improve student learning.

Stakeholder Survey Data:

Stakeholder survey data suggests that the staff does not perceive that practices, policies, procedures for supervision, evaluation, accountability, etc. are systematic or effective. Sixty-two percent of staff surveyed agree/strongly agree with the statement, "Our school's leaders hold all staff members accountable for student learning." Furthermore, 66 percent of staff members agree/strongly agree with the statement, "Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning." Fifty-two percent of staff agree/strongly agree with the statement, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning." In summary, results from staff surveys support the need for significantly enhanced supervision and monitoring practices.

Stakeholder Interviews and Review of Documents and Artifacts:

Although the principal reported that school administrators visited classrooms regularly, teacher interview results revealed inconsistencies in the frequency of these visits. Each administrator is assigned a curriculum content area (e.g., math, science), but interviews with staff revealed discrepancies in monitoring practices in terms of frequency of observations as well as in the consistency and focus of instructional feedback. Teachers indicated the lack of consistent, effective walkthrough and feedback practices and that walkthroughs do not provide them the tools necessary to adjust their practices and ensure student success. Teachers also expressed concern that there is not a school wide process to provide clear instructional feedback. They reported that feedback varies from observation to observation and frequently varies among administrators.

Improvement Priority

Implement, monitor, and evaluate a systematic process that requires teachers to use data from multiple assessments of student learning to adjust their instructional practices to meet the learning needs of all students.

(Indicators 3.2)

Evidence and Rationale

Student Performance Data:

As detailed in the addendum of this report, student achievement data does not suggest that the school has developed systematic processes for using interim assessment data to monitor and adjust instructional practice to ensure that all students meet learning expectations. The school's overall accountability score increased by 5.8 points from 2012-2013 to 2013-2014, but this increase may be directly correlated with improvements in

College and Career Readiness and graduation rates. The 2014 School Report Card indicates that 29.7 percent of students performed at proficient and distinguished levels in reading, while 70.3 percent of students performed at novice or apprentice levels. Similarly, 73.9 percent of students performed at novice and apprentice levels in math, with only 26.1 percent of students scoring at proficient and distinguished levels. The school's achievement data indicates that the school did not meet its Proficiency Delivery Targets in all content areas except social studies. The percentage of students meeting English, math, reading, and science benchmarks on the ACT fell below the statewide percentage of students who met those benchmarks during the 2013-2014 academic year.

Classroom Observation Data:

It was evident/very evident in 36 percent of classrooms that students were quizzed about their individual progress/learning. Instances of students having opportunities to revise/improve work based on feedback were evident/very evident in 38 percent of the classrooms. Observations suggest that teachers do not routinely check students' understanding of content, provide corrective feedback, or use this information to make adjustments to instruction.

Stakeholder Survey Data:

Stakeholder survey results highlight the need to use data to modify instruction. Fifty-six percent of the staff, for example, agree/strongly agree with the statement, "All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice," indicating that many staff are not clear about how data are used to modify instruction. Fifty-one percent of the staff agree/strongly agree with the statement, "All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum," suggesting that nearly half the staff cannot confirm these effective practices across the school and further suggest the lack of effective use of data to adjust and modify instruction.

Survey results also indicate that 39 percent of students agree/strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs," suggesting that almost 60 percent of students cannot confirm that this important practice occurs.

Stakeholder Interviews and Review of Documents and Artifacts:

Stakeholder interviews revealed a lack of process for using data to drive instructional next steps and to address the learning needs of students. Although many interviewees could articulate the process for how district diagnostic, proficiency, and formative assessments are reviewed and analyzed in professional learning team meetings, many interviewees also indicated that the results from these assessments are not routinely used to adjust or improve instruction. Professional learning community meeting summaries showed a lack of consistency in implementing the DuFour professional learning protocol, which serves as the basis of the school's professional learning community design principles. The protocol was often described as "general" or "not complete," specifically in the areas of identifying the next steps and/or differentiation of instructional

practices to address the learning needs of students.

Improvement Priority

Implement, monitor, and evaluate the school's instructional process (i.e., The Doss Way) so that it:

- 1) clearly informs students of learning expectations and standards of performance
- 2) provides exemplars that inform students of expectations for performance
- 3) uses multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for curriculum revisions
- 4) provides students with specific and immediate feedback about their learning.

This Improvement Priority includes the same specific instructional elements as described in Improvement Priority 3.3.

(Indicators 3.6)

Evidence and Rationale

Student Performance Data:

As detailed in the addendum of this report, student performance data for 2013-2014 reflects an increase from 2012-2013 in English II, Algebra II, and U.S. History. Scores in biology, writing, and language mechanics decreased over the same time period, and all scores are below state averages. As noted in relation to the other Improvement Priorities, student performance at Doss High School remains consistently low despite some relative improvements. In the 2013 Diagnostic Review, an Improvement Priority was included that states, "Implement the school's instructional process, the Doss Way 3.0, systemically and with fidelity." The report noted that "The Doss Way articulates three leverage cycles as Instructional, Assessment and Feedback, and Learning Team." The instructional cycle addresses high expectations and engaging lessons, yet the current Diagnostic Review Team's overall rating for Indicator 3.6 was only 1.29.

Classroom Observation Data:

Students understood and attempted to meet high expectations established by the teacher in 48 percent of classrooms. It was evident/very evident that students were engaged in rigorous coursework, discussions, and/or tasks in 36 percent of classrooms. Instances of teachers providing students with exemplars of high quality work were evident/very evident in only 32 percent of classrooms. The Review Team observed some informal teacher-student conferencing to guide and inform student classroom performance. School leaders have requested that teachers post learning targets. However, the posting of learning targets lacked consistency, and some learning targets did not align to standards-based skills.

Stakeholder Survey Data:

Sixty-two percent of staff agree/strongly agree with the statement, “All teachers in our school use a process to inform students of their learning expectations and standards of performance.” Forty-four percent of staff members agree/strongly agree with the statement, “All teachers in our school provide students with specific and timely feedback about their learning.”

Stakeholder Interviews and Review of Documents and Artifacts:

The Doss High School instructional process titled “The Doss Way” is well-known by staff members. There are five leverage cycles included in this process: Instruction Cycle, Effective Feedback Cycle, Learning Team Cycle, Positive Behavioral Interventions and Supports Cycle, and Relationship and Communication Cycle. The cycles are cross referenced to Charlotte Danielson’s Frameworks for Teaching. The current “Doss Way” contains all the elements of an effective process for continuous improvement. However, the significant challenge at Doss High School remains in the area of effective implementation of this process. Therefore, this Improvement Priority targets the primary barrier impacting student performance - consistent implementation of all components of the plan.

Improvement Priority

Increase active student engagement in learning by reviewing, revising, and implementing with fidelity an instructional process (i.e., The Doss Way Instructional Cycle) that includes: 1) clearly stated expectations for student performance such as daily learning targets posted and referenced during class, 2) more consistent use of student-centered instructional strategies, i.e., opportunities for student collaboration, self-reflection, and development of critical thinking skills, 3) integration of literacy, writing and numeracy, 4) immediate and focused teacher feedback; 5) use of differentiated and individualized student learning opportunities, and 6) teacher use of formative assessment data to plan future class lessons. Monitor student engagement through systematic observation and focused teacher feedback, and evaluate effectiveness through routine student progress monitoring to ensure student achievement of learning expectations.

(Indicators 3.3)

Evidence and Rationale

In the 2013 Diagnostic Review, the following Improvement Priority was developed for indicator 3.3: “Develop lessons that incorporate strategies to engage and challenge all students at higher levels.” The current Improvement Priority has been expanded to not only address student engagement, but to also focus on two additional components: progress monitoring and evaluation of the positive impact of increased student engagement on the improvement of student discipline issues.

Student Performance Data:

Although the school has met its Annual Measurable Objective (AMO) for each of the past two years, the percentage of students scoring proficient and distinguished levels continues to fall far below the state high school average for students scoring at these levels. When comparing Doss High School’s average PLAN scores from the past two years, student performance declined in three of the four tested areas. End-of-Course

assessments declined in three of the six tested areas over the same time span. As detailed in the addendum of this report, student performance data indicates a need to increase student engagement in daily instruction in all classrooms.

Classroom Observation Data:

Students are not routinely engaged in high level learning tasks. During classroom observations, students' engagement in rigorous coursework, discussions, and/or tasks was evident/very evident in 36 percent of classrooms. It was evident/very evident in only 42 percent of classrooms that students were making connections from content to real-life experiences. Students understood and tried to meet high expectations established by the teacher in 48 percent of classrooms. These results underscore the need for the school to more carefully examine the extent to which classroom instruction is consistently engaging students in their learning and resulting in achievement of learning expectations.

Stakeholder Survey Data:

Approximately half of the students surveyed agree/strongly agree that their school provides challenging learning experiences. In addition, only 58 percent of students agree/strongly agree that teachers use a variety of teaching experiences to meet their learning needs. Survey results also revealed that just 39 percent of students agree/strongly agree that teachers change their teaching to meet student learning needs.

Parent survey results also indicate a need to provide instruction that meets students' needs more systematically. Sixty-four percent of parents agree/strongly agree that teachers use a variety of teaching methods and learning activities to instruct their child, and only 56 percent of parents agree/strongly agree that instruction is individualized to meet their child's learning needs.

Teacher survey data supports student and parent survey results regarding classroom engagement. Approximately half of the teachers surveyed agree/strongly agree that instruction is personalized, and only 52 percent of teachers agree/strongly agree that teachers regularly require student collaboration, self-reflection, and critical thinking. In addition, 55 percent of teachers agree/strongly agree that they use a variety of technology resources as instructional tools. Collectively, these survey responses underscore a need to improve the rigor of instruction and student engagement.

Stakeholder Interviews and Review of Documents and Artifacts:

During interviews, teachers reported that engaging instruction is discussed within their professional learning community meetings. However, teachers also noted that administrator classroom walkthrough observations that monitor student engagement rarely occur. Student interviews revealed that instructional time is often lost due to behavioral disruptions caused by a lack of instructional engagement. Aggregate walkthrough data exists, but teachers and students were unable to articulate the connection between walkthroughs and improved classroom instruction.

Improvement Priority

Review, revise and implement a curriculum that: 1) ensures rigorous and academically challenging learning expectations and experiences in all courses and classes, 2) prepares all students for success at the next level, and 3) provides opportunities for individualized instruction based on student need. The Doss Way Instruction Cycle refers to this as “effective, planned, intentional and rigorous standards based instruction.”

(Indicators 3.1)

Evidence and Rationale

Student Performance Data:

As detailed in the addendum to this report, student achievement data does not suggest that the school has established policies and practices to ensure all students are provided equitable and challenging learning experiences. The data clearly points to the need for renewed attention to significantly improving curriculum rigor and expectations for student performance. Student performance data indicates that the school met Average Measurable Objective (AMO) goals and participation rates for the previous two years. The percentage of students scoring at proficient and distinguished levels on the Kentucky Performance Rating for Educational Progress (K-PREP) End-of-Course assessments is variable. Regardless of increases or decreases in proficient and distinguished rates, all scores remain well below state averages.

Classroom Observation Data:

As detailed previously in this report, observation data does not suggest that the school has developed consistent processes, conditions, climate, etc. for ensuring highly effective learning environments exist in all classrooms. For example, instances in which students were provided differentiated learning opportunities were evident/very evident in 28 percent of classrooms. Opportunities for students to benefit from additional/alternative instruction at the appropriate level of challenge were evident/very evident in 28 percent of classrooms. Observers detected the use of questioning requiring higher order thinking in 28 percent of classrooms.

Stakeholder Survey Data:

Fifty percent of staff surveyed indicated they agree/strongly agree with the statement, “In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.” In addition, 57 percent of students surveyed indicated that they agree/strongly agree with the statement, “My school provides me with challenging curriculum and learning experiences.” Forty percent of students surveyed indicated that they agree/strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”

Stakeholder Interviews and Review of Documents and Artifacts:

The 2013 Diagnostic Review Team wrote an Improvement Priority that combined Indicators 3.1 and 3.2. The Improvement Priority states, "Provide challenging learning experiences that focus on Quadrant 4

characteristics." Quadrant 4 characteristics in the Danielson Framework for Teaching - Professional Responsibilities address professional responsibilities more than instructional practices. Additionally, the 2013 Diagnostic Review Team noted that "most classroom environments passively engaged students through the use of worksheets, questions/answers, and lower levels of demonstration." Using the Danielson Framework, the current Improvement Priorities would align with Quadrant 3: Instruction. This domain addresses the engagement of students in meaningful work, questioning techniques designed to promote the use of higher level thinking skills in students, differentiated learning opportunities, teacher monitoring of student progress, and the use of instructional strategies that promote self-directed learning.

The school implements a process of continuous improvement titled "The Doss Way – Leverage Cycles." The Instruction Cycle includes components addressing the following:

- 1) Planned and rigorous standards based instruction
- 2) Powerful questioning techniques
- 3) Student friendly learning targets
- 4) Clear, specific, and effective written classroom norms and expectations

In interviews, teachers and administrators were consistently unable to define or explain the school's instructional process. Rather, they referenced "The Doss Way" and "leverage cycles." However, these concepts do not appear to be consistently impacting day-to-day classroom instruction. Some teachers noted that they routinely post lesson objectives and meet in Professional Learning Communities on a weekly basis. In addition, some teachers indicated that they routinely use formative assessment results to guide their instructional decision making.

Improvement Priority

Revise, implement, and evaluate the mentoring and coaching program to support instructional improvement. The program should: 1) emphasize the school's values and beliefs about teaching, learning, and the conditions that support learning, 2) set high performance expectations for all school personnel, and 3) include valid and reliable measures of performance.

(Indicators 3.7)

Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in the addendum to this report, do not suggest that the school has established mentoring, coaching, and induction programs and processes that help ensure the systematic implementation of highly effective classroom learning environments across the school.

Classroom Observation Data:

As detailed earlier in this report, observation ratings suggest the existence of widely varying levels of instructional effectiveness across the school. The lack of consistency suggests that teacher capacity is not being increased through ongoing conversations and learning focused on improvement in professional practice.

Stakeholder Survey Data:

Survey data suggests very limited agreement among staff regarding the existence of mentoring, coaching, and induction programs. Forty-seven percent of staff members agree/strongly agree with the statement, “In our school staff members provide peer coaching to teachers.” Sixty percent of the staff members also agree/strongly agree with the statement, “In our school, a formal process is in place to support new staff members.”

Stakeholder Interviews and Review of Documents and Artifacts:

Interviews revealed teachers generally feel a lack of support in terms of both classroom instruction and student discipline. Many staff members expressed a desire for more specific support for Positive Behavior Interventions and Support (PBIS) implementation. Although many teachers indicated appreciation for support of their individual Professional Growth Goals, many felt their Growth Session group lacked the expertise to improve professional practice. Some teachers indicated that they did not attend Growth Sessions due to a lack of guidance. Many teachers were not able to identify an instructional process or focus. When teachers were asked about their need for support, they typically referred to student behavior and PBIS. Rarely did teachers indicate a need for instructional support. In interviews, teachers were consistently unable to define the instructional process or the focus of the school. PLC documents indicate an awareness of the DuFour protocol, but the protocol documents were used inconsistently. PLC documentation indicate that teachers are using multiple data sources and can complete a basic analysis. However, PLC documents and interviews also indicated a lack of adjusting instruction to meet the needs of all students. Completed PLC protocols lacked specificity and were too general to determine the effectiveness of actions or whether classroom instruction had been adjusted based on effectiveness.

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.	2.29
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	2.00
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.00

Standard 2 - Governance and Leadership

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

Indicator	Description	Review Team Score
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	3.00
2.2	The governing body operates responsibly and functions effectively.	2.86
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.	3.00
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	2.00
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2.00
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	2.00

Stakeholder Feedback Diagnostic

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

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	1.14
Stakeholder Feedback Results and Analysis	1.86

Resource Utilization

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

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

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

Standard 4 - Resources and Support Systems

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

Indicator	Description	Review Team Score
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	2.86
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	2.29
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.00
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	3.00
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	3.00
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	2.00

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

Conclusion

The 2013 Diagnostic Review process identified 12 Improvement Priorities and rated each of the respective indicators at a Level 1. The school's current Self-Assessment shows improvement in all 12 areas. Three of the current indicators were self-rated at a Level 3 and nine of the indicators were self-rated at a Level 2. The current principal has served in that position for four years, which provided consistency in leadership during this time. Ten of the 12 Improvement Priorities identified in 2013 were in the Teaching and Learning Domain (Standards 3 and 5). The remaining two Improvement Priorities were in the Leadership Capacity Domain. The 2015 Diagnostic Review Team noted some improvement in all areas except in Indicator 3.3 ("Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.")

Six of the original 12 Improvement Priorities were again identified by the 2015 Diagnostic Review Team as in need of significant improvement. All six are in the Teaching and Learning domain. The school has developed a documented process for continuous improvement (The Doss Way). The process involves five leverage cycles that are cross-referenced with Charlotte Danielson's Framework for Teaching. These cycles include all of the components addressed in the current 2015 Improvement Priorities. To progress, the school is encouraged to systematically implement the component parts that will directly impact student achievement.

The main points of the six Improvement Priorities are summarized as follows:

- 1) Increase the rigor of classroom learning experiences for all students.
- 2) Use multiple sources of data to provide useful feedback to teachers in order to improve instructional practices.
- 3) Increase student engagement through focused instructional practices that directly impact student success.
- 4) Establish a monitoring and evaluation process that provides teachers with direct feedback on the use of successful instructional practices.
- 5) Implement the school's instructional process (The Doss Way) with fidelity, which will require a sharpened focus from administration along with commitment and "buy-in" from the faculty.
- 6) Revise, implement, and evaluate the teacher support program, focusing on improved instruction and high expectations.

The most demonstrated progress made in the past two years has been in the Leadership Capacity domain. The school has developed a clear and focused purpose and mission statement. Staff supervision and evaluation processes that address improved student outcomes have been initiated. However, these processes remain in need of considerable strengthening. A structure for collaborative learning communities has been established, and the school is attempting to implement a culture of professional learning and support. Focused professional development activities have been designed and implemented, but much work remains to be

accomplished in this area.

Nine of the original 2013 Improvement Priorities were self-rated by the school as having progressed from Level 1 to Level 2. These ratings indicate some progress in these areas, but also suggest that school staff is fully aware that significant work remains to be done. The school rated itself at Level 3 on the remaining three of the original Improvement Priorities. Six indicators from the 2013 Diagnostic Review Report have been re-identified in this report as Improvement Priorities that will significantly impact student achievement. All six of these Improvement Priorities were in the Teaching and Learning domain and all were the lowest-rated indicators in Standard 3. The Diagnostic Review Team identified these six indicators as the most important, but it should be noted that all of the Teaching and Learning Indicators need to be significantly improved to move forward. At this point, it is incumbent upon the school to implement challenging, individualized learning experiences in every course to ensure the development of learning skills, thinking skills, and life skills that lead to student success. Expectations for student performance need to be increased throughout the school. The school staff needs to better utilize data from multiple assessments of student learning to systematically monitor and adjust instruction. Student engagement needs to be significantly improved. All professional development activities need to be targeted to improve teacher skills in these areas. The leadership staff needs to implement an effective monitoring and evaluation process that provides teachers with useful and pragmatic feedback on instructional practices that impact student achievement. Finally, a teacher support program that addresses the support and skills needed for new teachers is imperative.

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

Improvement Priorities

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

- Implement a systematic process to supervise, monitor, and provide timely feedback to teachers focused on the improvement of classroom instructional practices. The process should assist teachers in modifying their instructional practices to ensure student success by providing prompt and targeted feedback using data from the Teacher Professional Growth and Effectiveness System (TPGES), regular classroom walkthroughs, and the Kentucky Teacher Internship Program (KTIP) process.
- Implement, monitor, and evaluate a systematic process that requires teachers to use data from multiple assessments of student learning to adjust their instructional practices to meet the learning needs of all students.
- Implement, monitor, and evaluate the school's instructional process (i.e., The Doss Way) so that it:
 - 1) clearly informs students of learning expectations and standards of performance
 - 2) provides exemplars that inform students of expectations for performance
 - 3) uses multiple measures, including formative assessments, to inform the ongoing modification of

instruction and provide data for curriculum revisions

4) provides students with specific and immediate feedback about their learning.

This Improvement Priority includes the same specific instructional elements as described in Improvement Priority 3.3.

- Increase active student engagement in learning by reviewing, revising, and implementing with fidelity an instructional process (i.e., The Doss Way Instructional Cycle) that includes: 1) clearly stated expectations for student performance such as daily learning targets posted and referenced during class, 2) more consistent use of student-centered instructional strategies, i.e., opportunities for student collaboration, self-reflection, and development of critical thinking skills, 3) integration of literacy, writing and numeracy, 4) immediate and focused teacher feedback; 5) use of differentiated and individualized student learning opportunities, and 6) teacher use of formative assessment data to plan future class lessons. Monitor student engagement through systematic observation and focused teacher feedback, and evaluate effectiveness through routine student progress monitoring to ensure student achievement of learning expectations.
- Review, revise and implement a curriculum that: 1) ensures rigorous and academically challenging learning expectations and experiences in all courses and classes, 2) prepares all students for success at the next level, and 3) provides opportunities for individualized instruction based on student need. The Doss Way Instruction Cycle refers to this as “effective, planned, intentional and rigorous standards based instruction.”
- Revise, implement, and evaluate the mentoring and coaching program to support instructional improvement. The program should: 1) emphasize the school’s values and beliefs about teaching, learning, and the conditions that support learning, 2) set high performance expectations for all school personnel, and 3) include valid and reliable measures of performance.

Addenda

Team Roster

Member	Brief Biography
<p>Dr. George W Griffin <i>(College/University Representative)</i></p>	<p>Dr. Griffin holds B.A. and M.Ed.degrees from Duke University. He received his Ph.D.in Special Education from The University of North Carolina at Chapel Hill. Primary areas of concentration included the education of students with learning disabilities and/or behavior problems, and educational administration. During his 40-year education career Griffin has been a special education teacher, high school principal, central office program director, state department program director, and university professor. He has extensive experience in alternative school programming; having served as a school director and statewide program director for services for violent and assaultive youth in North Carolina. Griffin has served as the Department Chair in the Department of Educational Leadership, Research, and Technology at North Carolina Central University. He has also served as a Special Education Due Process Hearing Officer in North Carolina. Griffin is the author of several entries in the Encyclopedia of Educational Leadership and Administration as well as a contributor to several special education textbooks and professional journals.</p> <p>Dr. Griffin is an independent educational consultant (learnerdifferences.com). He serves as a Lead Evaluator with AdvancED and has lead reviews in numerous schools and school districts throughout the United States and in the Middle East. He was the keynote speaker and a session presenter at the first AdvancED International Learning Disabilities Conference (May, 2013) in Beirut, Lebanon. He has also presented interactive training sessions at AdvancED Global Education Conferences in the United Arab Emirates, Saudi Arabia, and Egypt.</p>
<p>Dr. Lewis M. Willian <i>(KDE Staff)</i></p>	<p>Dr. Lewis Willian is currently the Education Recovery Leader for the Kentucky Department of Education assigned to support a persistently-low achieving school in Fleming County, Kentucky. Lewis has served as a high school teacher, elementary school principal, state Highly Skilled Educator assigned in Fayette County and District Instructional Specialist for Clark County.</p>
<p>Mrs. Robyn Ann Baxter <i>(KDE Staff)</i></p>	<p>Robyn Baxter, NBCT has over 22 years of educational expereince. Robyn has taught at the elementary, middle and high school levels. Her classroom expereince includes teaching high school English and Drama and serving as a library media specialist at elementary, middle and high school. Robyn served as an assistant principal at the high school level. Robyn cerified National Boards in Early Childhood/Young Adult Library Media in 2002 and recertified in 2012. She has been involved in School Turnaround work in Kentucky serving as an Education Recovery Specilaist in Literacy for high schools and as an Education Recovery Leader at the middle and high school level.</p>
<p>Margie Cleveland <i>(Parent)</i></p>	<p>Margie Cleveland is entering her 20th year as a member of the Woodford County School Board. She has previously served as Vice Chair for 2 years and chair for 6 years. Margie has served on the Kentucky Education Commissioner's School Board Member Task Force, Woodford County Community Partnership of the Prichard Committee, Governor Beshear's Transforming Education in Kentucky Task Force as well as several district and school committees.</p>

Member	Brief Biography
<p>Dr. Jim Evans <i>(District Practitioner Administrator)</i></p>	<p>Dr. Jim Evans is currently superintendent of schools in Lee County and has held that position since 2008. He's served as instructional assistant, teacher, coach, assistant principal, principal, and transportation director. He's the current Vice-Chair on the Kentucky AdvancED State Council.</p>
<p>Ms. Teresa K. Miller <i>(KDE Staff)</i></p>	<p>Teresa K. Miller is currently working with the District 180 Office of the Kentucky Department of Education as an Educational Recovery Specialist. Teresa has 16 years of experience in the field of education. She started her career as an elementary classroom teacher, served on her school's SBDM council and held a district position as a curriculum coach for Estill County. This is her third year at Lee County High School as an Educational Recovery Specialist for Language Arts.</p>
<p>Mr. Eddie C Oakley <i>(School Practitioner Administrator)</i></p>	<p>Eddie Oakley is currently serving as Principal of Shelby County High in Shelbyville, Ky and has held that position since 2009. Prior to coming to Shelby he was a teacher, coach and served as an Associate Principal at Paul Laurence Dunbar in Lexington. He is currently in his 32nd year working with students.</p>

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

Attachment

Kentucky Diagnostic Review Report Doss High School

Stakeholder Survey Plus/Delta

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

Teaching and Learning Impact (Standards 3 and 5)

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

1. Seventy-nine percent of staff strongly agree/agree with the statement, "All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas."
2. Seventy-nine percent of parents strongly agree/agree with the statement, "My child has up-to-date computers and other technology to learn."
3. Eighty percent of parents strongly agree/agree with the statement, "My child knows the expectations for learning in all classes."

Δ Delta:

1. Fifty-nine percent of parents strongly agree/agree with the statement, "All of my child's teachers give work that challenges my child."
2. Fifty-six percent of parents strongly agree/agree with the statement, "All of my child's teachers meet his/her learning needs by individualizing instruction."
3. Forty-seven percent of staff strongly agree/agree with the statement, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students."
4. Forty-seven percent of staff strongly agree/agree with the statement, "All teachers in our school provide students with specific and timely feedback about their learning."
5. Thirty-six percent of staff strongly agree/agree with the statement, "In our school, all school personnel regularly engage families in their children's learning progress."

Leadership Capacity
(Standards 1 and 2)

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

1. Eighty percent of parents strongly agree/agree with the statement, "Our school's purpose statement is clearly focused on student success."
2. Seventy-seven percent of parents strongly agree/agree with the statement, "Our school has established goals and a plan for improving student learning."
3. Eighty-seven percent of staff strongly agree/agree with the statement, "Our school's purpose statement is clearly focused on student success."

Δ Delta:

1. Fifty-nine percent of parents strongly agree/agree with the statement, "All of my child's teachers give work that challenges my child."
2. Sixty-three percent of parents strongly agree/agree with the statement, "All of my child's teachers help me to understand my child's progress."
3. Forty-nine percent of students strongly agree/agree with the statement, "All of my teachers keep my family informed of my academic progress."
4. Forty-three percent of staff strongly agree/agree with the statement, "Our school's leaders hold themselves accountable for student learning."

Resource Utilization
(Standard 4)

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

1. Seventy-eight percent of staff strongly agree/agree with the statement, "Our school provides opportunities for students to participate in activities that interest them."
2. Seventy-seven percent of staff strongly agree/agree with the statement, "Our school provides qualified staff members to support student learning."
3. Seventy-four percent of parents strongly agree/agree with the statement, "Our school provides qualified staff members to support student learning."

Δ Delta:

1. Thirty-nine percent of students strongly agree/agree with the statement, “In my school, the building and grounds are safe, clean, and provide a healthy place for learning.”
2. Sixty-two percent of students strongly agree/ agree with the statement, “In my school I can participate in activities that interest me.”
3. Sixty-one percent of students strongly agree/agree with the statement, “In my school I have access to counseling, career planning, and other programs to help me in school.”



2014 LEADERSHIP ASSESSMENT/DIAGNOSTIC REVIEW ADDENDUM

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

Improvement Priority 1

Indicator 1.2	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	1	3	2.00

1.2 Improvement Priority Develop strategies that will build commitment to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students.	School Rating	Team Rating
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

<p>School Evidence:</p> <ul style="list-style-type: none"> Examples of mission and vision throughout the school - posters, signs, email signatures, handbooks, PowerPoints Process of creating and revision mission and vision SBDM minutes on mission and vision SBDM policy of revision of mission and vision statement Leverage cycle and evolution of the process SBDM policy of revision of CSIP First 11 activities of the CSIP CSIP #8 – Check Sheet – 2014-15 2014-15 CSIP
<p>School Supporting Rationale:</p> <p>Mission and Vision Doss has a very clear mission and vision statement.</p>

Mission Statement: *To ensure all Doss students become responsible citizens who are prepared for college and ready for a career.*

Vision Statement: *All Doss graduates will be Technology Proficient, Business Literate, College and Career Ready.*

It is a focus on the future, both academically and socially, with an expectation that all stakeholders have an active role in the process. It is not enough to say we are creating an environment where this may happen, rather this is a declaration that it will happen. It also has a clear pathway to the future which requires high expectations for college and career readiness.

Our purpose and mission also resonate with our stakeholders. When surveyed by AdvancED, seventy eight percent (78.4%) of our parents strongly agreed or agreed that *our purpose statement is clearly focused on student success*. Sixty three percent (63%) of our students strongly agreed or agreed that *the purpose and expectations are clearly explained to me and my family*. Finally 87% of our staff agree or strongly agreed that purpose statement is clearly focused on student success. These percentages overwhelmingly show that our focus on creating students that are responsible in today’s society and have been given the 21st century skills to make them productive members is appropriate.

The mission statement is read every day during morning announcements and is posted in every classroom. It is the signature of most staff emails and documents that are sent out such as grades, letters, and flyers. All members of the staff are committed to the same vision and mission.

The process by which the mission and vision statement is modified has also been clarified. The Advisory Council (SBDM) approved a set of procedural steps that creates a yearly formal process for modifying the statements. This was created in the fall of 2014. The process of reviewing the mission and vision statement will begin at the September Advisory Council meeting. It will use a cross section of stakeholders to solicit suggestions and feedback through an ad hoc team. Finally, once the statements have been revised, they will be communicated to all stakeholders.

Leverage Cycles

The mission and vision statement is the guiding force at the center of The Doss Way Leverage Cycles. Over a three year period, Doss has created a visual way of describing their method of doing business. It has mirrored the evolution of the administrators and staff. Its origin is connected to the thought that education is a profession without a practice. The cycles are a series of principles and practices that are an intentional and systematic approach to creating a successful school that is focused on achievement. When all five cycles are rotating at the same time, the mission and vision of the school will take place.

Comprehensive School Improvement Plan (CSIP)

The leverage cycles become a series of activities within the Doss Comprehensive School Improvement Plan (CSIP). The plan has nine goals that are focused on student and school-wide success.

1) Achievement	4) College and Career	7) Instructional Support - Behavior and Attendance
2) Gap	5) Graduation Rate	8) Leadership
3) Growth	6) Community	9) Professional Growth and Effectiveness System

First CSIP goals

Achievement - The first eleven activities of the CSIP are Doss school wide non-negotiable activities. These are systems of activities that have been designed to focus on a culture of high expectations.

1) Professional Learning Community	5) Common Formative Assessments	9) Infinite Campus Posting
2) Standards Based Instruction	6) Standards Based Grading	10) Classroom Instructional Framework (CIF) Poster
3) Teacher Rigorous Instruction Plan (TRIP)	7) Doss Grading System	11) Doss Communications Log
4) Plus Time Schedule	8) Meeting All Standards	

	Folders (MATS)	
<p>Doss uses the activities of the CSIP to ensure that the planning process is consistent. The 2014-15 plan was clearly focused on student achievement and on ensuring that all members of the staff have a very clear understanding of their role within the planning process. The nine goals of the plan have managers that coordinate their activities within the plan. This is monitored monthly. Check sheets were created and placed on Drop Box, and monthly progress notes are required of all components of the plan. This creates a living document that is an integral part of the school work.</p> <p>The approval process for the CSIP is clearly defined. Members of a team can make recommendations to modify the activities of the plan to the component manager. The component manager brings the changes before the Advisory Council for approval. This allows for a plan that is being revised based on the recommendations of the staff and administrators. In addition, it gives the governing body, Advisory Council, the ability to review effective and ineffective practices, as well as make recommendations. Additionally, the district has a peer review system in place for feedback to the school on the components of the plan and the regional assistant superintendent reviews the plan as well to ensure that required components are included.</p>		

<p>Team Evidence:</p> <p>Review of documentation referenced above, as well as classroom observations and stakeholder interviews</p>
<p>Team Supporting Rationale:</p> <ol style="list-style-type: none"> 1. School administration has developed the Teacher Leadership Team and made some efforts to improve culture, such as the development of the Mission Statement. 2. Interviews revealed that some teachers feel disenfranchised or that their voices are not heard in school decision-making. 3. The school’s Mission/Vision were developed by some internal staff and then distributed. Interviews and document review suggest that some stakeholders were involved in the creation of the mission and vision, but representatives from all stakeholder groups were not included.

Improvement Priority 2

Indicator 2.6	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	1	3	2.00

<p>2.6 Improvement Priority</p> <p>Implement and monitor the evaluation of professional practices within classroom instruction that includes pre-visit conversations, specific feedback, and professional development opportunities to improve teaching.</p>	<p>School Rating</p>	<p>Team Rating</p>
<p>This Improvement Priority has been addressed in an exemplary manner.</p>		

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.		

<p>School Evidence:</p> <p>CSIP Goal 8 Leadership Check sheet CSIP Goal 9 Evaluations Check sheet Effective Feedback Cycle Robyn Jackson materials TRIP review CIF examples Learning Walk data Mock Audit data Rigor and Relevance training Professional growth training</p>
<p>School Comments: CSIP Goal 8 (Leadership) and Goal 9 (Evaluations) are activities that are directly related to classroom observations and evaluations. JCPS is using a dual evaluation system in 2014-15. Teachers are officially being evaluated using the JCPS traditional system of ten standards. In addition, elements of the new TPGES system are being implemented to prepare for the changeover during the 2015-16 school year.</p> <p>Administrators do multiple learning walks that are designed to improve classroom instruction. For the first trimester of the year, the foundation of the walks was the Danielson Framework Standards. This provided awareness of the framework for teachers and created a solid method of communicating the findings. Administrators also reviewed TRIP documents and data to provide accountability and feedback to the learning teams. The instructional Support Team (IST) worked collaboratively on building capacity within the group. Robyn Jackson’s work on teachers’ will and skill is the foundation of the professional growth system. Each time an administrator met with a teacher they had to follow the Jackson protocol for the type of conversation and the outcome of the coaching sessions.</p> <p>In the spring of 2012, a greater focus was placed on rigor and relevance in the classroom. A “rigor” plan and timeline was put into place. It was an incremental, step-by-step approach to increasing the challenge level in each classroom. The Daggett Rigor and Relevance model was used. Vocabulary was taught, learning walks took place, and system processes were put into place. This focus on rigor has continued during the 2014-15 school year. The administrative team regularly reviews learning teams’ TRIP documents and utilizes a common rubric to evaluate lesson planning. The level of rigor and relevance is an important component in this review. The mock audit completed earlier in the school year reinforced our belief that there are improved levels of rigor throughout classrooms.</p> <p>The second cycle of the Doss Leverage Cycle is effective feedback. The feedback must be current, meaningful, and rich. It is important for feedback to be given to teachers from administrators and peers in the building. Systems have been created to ensure that these critical conversations take place. Learning walks, coaching, peer-to-peer feedback, and evaluations are all effective tools for improving instruction.</p>

Effective use of teachers’ Professional Growth Plans has been a valuable tool in ensuring that the professional practice of teachers is improving and making a positive impact on student achievement. Teachers were successful in developing growth plans that reflected their personal areas of growth while also remaining focused on the overall mission and vision of the school. Time was dedicated in our Tuesday faculty meetings and on our Gold days for teachers to reflect on areas of growth and develop their Professional Growth Plans, their own growth goals, and student growth goals. Teachers have met with administrators to examine, revise, and reflect on these goals and plans. As the administration team continued with walkthroughs and evaluations based around the Danielson Framework, it was apparent that walkthrough coaching cycle had improved classroom instruction.

Team Evidence:

Review of documentation referenced above, plus classroom observations and stakeholder interviews

Team Comments:

Interviews with stakeholders indicated inconsistency in visits to some classrooms by administration. Interviews also suggest that some classrooms are neither visited nor monitored for implementation. Documentation indicates that records are kept of classroom visits (i.e., TPGES). However, eleot™ classroom observations suggest that the walkthrough process is not impactful in changing instructional practice.

Survey data does not suggest that strong evaluation and monitoring systems have been created to help drive improvement in student performance:

1. Sixty-three percent of staff indicated that they agree/strongly agree with the statement, “Our school’s leaders hold all staff members accountable for student learning.”
2. Sixty-six percent of staff indicated that they agree/strongly agree with the statement, “Our school’s leaders regularly evaluate staff members on criteria designed to improve teaching and learning.”
3. Fifty-two percent of staff indicated that they agree/strongly agree with the statement, “Our school’s leaders ensure all staff members use supervisory feedback to improve student learning.”

Improvement Priority 3

Indicator 3.1/3.2	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
<p>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.</p> <p>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.</p>	1	2/3	1.29/1.14

3.1/3.2 Improvement Priority Provide challenging learning experiences that focus on Quadrant 4 characteristics.	School Rating	Team Rating
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X (3.2)	
This Improvement Priority has been partially addressed.	X (3.1)	
There is little or no evidence that this Improvement Priority has been addressed.		X (3.1) X (3.2)

<p>School Evidence:</p> <p>Success data – college bound, ACT scores, Unbridled scores, enrollment, college readiness, college applications Methods that Doss is using to prepare students for the next level – interviews, meeting community business members Newspaper articles about Doss JCPS -JCTA contract SBDM policy – modify CSIP CSIP</p> <ul style="list-style-type: none"> • Common formative assessment activities • PLC activities <p>Doss Leverage Cycles PLC Minutes with data Curriculum guides and maps Meeting minutes TRIP forms Doss Grading System Robyn Jackson Will-Skill training/teacher coaching Walkthrough documents CIF posters Business and Information Technology Data Individual Learning Plans (ILP) Common Syllabi Common grade level meeting minutes</p>
<p>School Supporting Rationale:</p> <p><u>3.1</u> Doss High School is starting to see improvement in some of the indicators, and this improvement demonstrates that an intentional effort to prepare students for the next level has been made. The number of students attending colleges, an increase in the average ACT score in all content areas, an increase in Unbridled scores, an increase in graduation rate and CCR scores, and an increase in college applications all show that a focused approach on achievement is making a difference. In addition, we</p>

are preparing students to be responsible citizens, placing them in a position to be successful at the next level.

We have a relentless focus on our mission and vision. The school’s governing document, the Comprehensive School Improvement Plan (CSIP), is an intentional effort to create and maintain systems that work. It is a collaborative effort that outlines the expectations and activities of all of the staff members. As the result of the approval of “ARTICLE 33 – PRIORITY SCHOOLS” of the JCBE-JCTA Agreement 2013-2018, the Comprehensive School Improvement Plan (CSIP) has been given additional power. Both parties have agreed that the provisions of the collective bargaining agreement shall not supersede the statutory requirements for Priority Schools. This has allowed the CSIP to take precedence over the union contract.

Comprehensive School Improvement Plan (CSIP)

The plan has nine goals that are focused on student and school wide success.

1) Achievement	4) College and Career	7) Instructional Support - Behavior and Attendance
2) Gap	5) Graduation Rate	8) Leadership
3) Growth	6) Community	9) Professional Growth and Effectiveness System

First CSIP goal

Achievement - The first eleven activities of the CSIP are Doss school wide non-negotiable activities. These are systems of activities that have been designed to focus on a culture of high expectations.

1) Professional Learning Community	5) Common Formative Assessments	9) Infinite Campus Posting
2) Standards Based Instruction	6) Standards Based Grading	10) Classroom Instructional Framework (CIF) Poster
3) Teacher Rigorous Instruction Plan (TRIP)	7) Doss Grading System	11) Doss Communications Log
4) Plus Time Schedule	8) Meeting All Standards Folders (MATS)	

Doss uses the CSIP activities to ensure that the planning process is consistent. The 2014-15 plan was clearly focused on student achievement and ensuring that all members of the staff have a clear understanding of their role within the planning process. The nine goals of the plan have managers that coordinate their activities within the plan. This is monitored monthly. Check sheets are created and placed on Drop Box. Monthly progress notes are required of all components of the plan. This creates a living document that is an integral part of the school work.

The approval process for the CSIP is clearly defined. Members of a team can make recommendations to modify the activities of the plan to the component manager. The component manager brings the changes before the Advisory Council for approval. This allows for a plan that is being revised based on the recommendations of the staff and administrators. In addition, it gives the governing body, the Advisory Council, the ability to review effective and ineffective practices, as well as make recommendations.

The school has created The Doss Way Leverage Cycles, which is a graphic document that gives the foundational practices and procedures that focus on our core mission. Each cycle lists the areas that will make all teachers, administrators and resource teachers more effective. The cycle that is most critical

and is having the greatest impact on ensuring that all courses/classes provide all students with challenging and equitable opportunities to develop learning, thinking, and life skills is the Learning Team Cycle. Doss has common planning for all content areas and all teacher rooms are located near each other to increase the level of collaboration. The expectation is for all Learning Teams to meet for one class period per week during their planning period using the PLC protocols. The expectation is for this PLC style meeting to discuss standards, assessment, data, interventions and reflections. An agenda must be created and minutes must be placed on Drop Box for administrators and team members to review. Administrators are members of the Learning Teams. The expectation is for Assistant Principals to be active members of the discussion and for the data and information to become part of the Instructional Support Team (IST) meeting.

All learning teams must create appropriate priority standards for their content areas. Learning targets will be derived from these standards. Teachers will create and implement effective lessons that are focused on the learning targets. JCPS has provided curriculum maps and pacing guides that are based on the Common Core. Teachers may also use the Quality Core material as well to prepare students for the ACT assessment.

Planned and intentional rigorous lessons are a critical component of effective instruction. All learning teams will collaboratively create TRIP forms, but will be individually posted on Drop Box. Administrators and resource teachers will give appropriate and effective feedback on suggested improvements to their instructional plan. At the completion of the unit, teachers will return to the TRIP document and reflect on the instruction and make revisions.

Providing students with current, meaningful, and rich feedback is critical to academic success. The effective feedback cycle asks Doss teachers to provide ample opportunities to demonstrate knowledge and that the feedback accurately reflects what students know and can do.

Common formative assessments will be written by learning teams, except the district 9-week Proficiency Benchmark Assessments. If the district does not provide a nine-week assessment, it must be written by the learning team and aligned to appropriate accountability assessments. All nine week benchmark data will be reported to the department's supervising administrators. Teachers will formatively assess what the student knows. The data and information generated by the assessment will be used to guide discussion within learning teams, and will be used to modify classroom instruction and revise TRIP documents. Four common formative assessments will be used in a six-week grading period. The district nine-week benchmark assessment will be considered the common formative assessment.

All teachers use Standards Based Grading to provide feedback to students. Standards based grading is the process by which each teacher assesses priority standards, provides timely and appropriate feedback, and generates published grades. Standards are generated by teachers and Learning Teams with the guidance of JCPS curriculum maps and resources. Students are also a part of this process through use of the MATS folder. The MATS folder and tracking sheets are a method by which classwork, homework, and multiple forms of assessment can be used to demonstrate understanding of a standard. It is the teacher's discretion as to what items are used in the folder. Using the tracking sheet, the teacher determines whether the student has demonstrated understanding of a standard.

A common method of formulating grades has been developed. All departments, except social studies, will use a common grading system with five categories in Infinite Campus:

1. Formative Pieces - MATS Work (0%)
2. Formative Evidence - MATS Score (20%)
3. Formative Assessment - CFA (20%)
4. Summative Assessment (40%)
5. Reflection (20%)

Social studies will use a skills-based grading system with four categories in Infinite Campus.

1. Chronological Reasoning - 25%
2. Comparison and Connection - 25%
3. Argumentation and Synthesis - 25%
4. Summative Assessments - 25%

Advanced Placement classes will use *JCPS Student Progression, Promotion, and Grading (SPPG) - High School Grading and Transcripts, Section B. Components of Academic Grades* and must be approved by an Assistant Principal.

The MATS folder is an effective tool for collecting and monitoring student work. It is at the teacher's discretion as to what student pieces, assignments, or assessments are used for standards demonstration within the MATS folder. The protocol used for assessing the folder must follow the approved Doss MATS folder documentation.

Administrators perform multiple learning walks that are designed to improve classroom instruction. For the first trimester of the year, the foundation of the walks was the Danielson Framework Standards. This provided awareness of the framework for teachers and created a solid method of communicating the findings. Administrators also reviewed TRIP documents and data to provide accountability and feedback to the learning teams. The instructional Support Team (IST) worked collaboratively on building capacity within the group. Robyn Jackson's work on teachers' will and skill is the foundation of the professional growth system. Each time an administrator met with a teacher they had to follow the Jackson protocol for the type of conversation and the outcome of the coaching sessions.

The final critical component to the Doss effective instructional system is completing and referencing the Classroom Instructional Framework (CIF). This poster must be completed every day and referenced during the lesson. This lets the students know what they are learning and the daily learning target.

Doss is a member of the JCPS 5 Star schools, which is a Career and Technical Education (CTE) system in the district. Our focus is on Business and Informational Technology. Each spring, students select classes that not only prepare them for college, but also a career. By their sophomore year, all students select a major. They are in an Information Technology, Business, or an Arts and Humanities major. The Business and Information technology (BIT) majors are tied to industry certificates or Kentucky Occupational Skills Standards Assessment (KOSSA). In addition, Doss provides students many opportunities to be actively involved in clubs or organizations that are relevant to instruction. Organizations include Future Business Leaders of America, National Association of Woman Business Owners, Men of Quality, Ladies of Leadership, Amazing Global Marketplace, National Academy of Finance, Lead 2 Feed, and Ford NGL.

Doss High School has partnered with Class Act Federal Credit Union to provide students with the once in a lifetime opportunity to work in a real live credit union branch office inside the school. Students enrolled in the Banking and Financial Services Program will be trained as branch managers, tellers, and

member service representatives for the student-run branch. The goal of the high school branch is to help students learn responsible financial skills in order to build a successful financial future.

Freshmen will have their report cards reviewed by teachers and administrators during the report card conference. It is the student's responsibility to present the grades and be willing to answer questions that aid in the relationship building. This process develops great ownership for the students for their choices and gives the staff member a chance to talk about choices and interventions.

Because of the staff turnover rate, Dragon Fire hours has been created for new teachers to the building. This is a professional development opportunity that is focused on helping new teachers understand and work with the systems at Doss. In addition to KTIP, it provides a collegial group for new teachers so that they can receive support from experienced mentor teachers.

Finally, through the advisory period and through BIT classes, an emphasis has been placed on creating, monitoring, and using the Individual Learning Plan (ILP). This is an opportunity for students to prepare themselves for their future.

The ILP, a system required by the state and embraced by the school, has many features and resources:

- Exploring careers and finding careers that match skills and interests
- Creating education plans
- Establishing personal goals and revisiting these as students progress through school
- Creating, maintaining, and changing resumes
- Tracking and reflecting on community service experiences, work experiences, career-planning activities, and extra-curricular and organization activities
- Exploring colleges and postsecondary opportunities that match career, postsecondary, and life goals
- Connecting to the KHEAA.org (Kentucky Higher Education Assistance Authority) website for help with college planning, tuition assistance information and applications
- Collecting personal information like assessment results, advising activities, demographic information, and educational history

Common syllabi are important to the work of learning teams. Learning Teams have developed common syllabi to distribute to students and parents for each of their classes. A standard form has been established for teachers to use in the development of the classroom syllabi. Departments and learning teams met during the summer and at the beginning of the school year to write, review, and/or reflect on the common syllabus for each subject. Teachers have taken these common syllabi and made any necessary revisions specific to their classroom, but have kept the integrity of the learning team's common syllabus. With many new teachers and several late hires, the use of common syllabus is important in maintaining common classroom expectations and sustaining our core values.

3.2

The Doss CSIP requires that all teachers use common formative assessments (CFA). They are written by learning teams, except the district nine-week Proficiency Benchmark Assessment. If the district does not provide a nine-week assessment, it must be written by the learning team and aligned to appropriate accountability assessments. Teachers will formatively assess what the student knows. The data and information generated by the assessment will be used to guide discussions within learning teams, and will be used to modify classroom instruction and revise TRIP documents. Four common formative assessments will be used in a six-week grading period. The district nine-week benchmark assessment

will be considered the common formative assessment.

The data created by the CFA or Common Summative Assessment (CSA) is the foundation for the Learning Team meetings. All teams must meet for a minimum of one planning period per week during their common planning period.

Learning teams will meet to use the following tools to ensure that all teachers are focused on improved instruction and student learning:

- defining the essential skills and knowledge that students must learn
- creating/giving/modifying common formative assessments, common summative assessments, and other assessments
- collecting data and analysis of classroom assessments
- creating opportunities for intervention/enrichment
- creating opportunities for reflection and celebrations

To assist in the process of converting data into information, JCPS has created the Classroom Assessment System and Community Access Dashboard for Education (CASCADE). This system allows teachers to create assessments that can be graded by computer software, provide data that is disaggregated, and aid in the process of modifying and improving instruction.

Administrators perform multiple learning walks that are designed to improve classroom instruction. For the first trimester of the year, the foundation of the walks was the Danielson Framework Standards. This provided awareness of the framework for teachers and created a solid method of communicating the findings. Administrators also reviewed TRIP documents and data to provide accountability and feedback to the learning teams. The instructional Support Team (IST) worked collaboratively on building capacity within the group. Robyn Jackson's work on teachers' will and skill is the foundation of the professional growth system. Each time an administrator met with a teacher they had to follow the Jackson protocol for the type of conversation and the outcome of the coaching sessions.

Two different groups are addressing horizontal and vertical alignment within content areas. Departments meet to review their alignment with the grade level above and below them making sure that students are prepared for the next level. In addition, we have created grade level teams. The staff has been divided into four groups and monthly meetings allow the common grade teachers to modify their instruction to make other content areas more relevant. This creates a guaranteed viable curriculum which results in an environment of high expectations. Administrators are active members on all of these teams. Doss has a variety of other collaborative groups which meet frequently: Instructional Leadership Team (ILT), Administration Team, Faculty Meetings, Cross Grade meetings, CCR Team, and Communication Team.

The regular weekly meeting of PLC learning teams continues to maintain the work of the departmental meetings. Assessment data is analyzed and used to drive instruction, and gives learning team members and the Goal Clarity Coach the opportunity to calibrate instruction. It allows each member the opportunity to ensure that he/she is on pace with his/her colleagues and that the curriculum is aligned with other classes. The math department chair attends the PLC meetings for every math class and is a constant voice to ensure vertical alignment of all math classes. This can also be observed where teachers teach different grade levels and play an important role in the vertical alignment of content.

<p>Team Evidence:</p> <p>Review of documentation referenced above, plus classroom observations, performance data and stakeholder interviews.</p>
<p>Team Supporting Rationale:</p> <ol style="list-style-type: none"> 1. Challenging classroom cultures with high expectations for students were rarely seen in observations completed by the team. Instances in which students were engaged in rigorous coursework, discussions, or tasks were evident/very evident in only 36 percent of classrooms. 2. Observers also noted that students were disengaged and allowed to remain so without redirection in several classrooms. Student engagement was evident/very evident in only 52 percent of classrooms. 3. In interviews, teachers indicate that implementation of “The Doss Way” is not consistently monitored in all classrooms. Inconsistency was also apparent based on classroom observations. 4. In surveys, 63 percent of students indicated that they agree/strongly agree with the statement, “All of my teachers explain their expectations for learning and behavior so I can be successful.” In addition, only 57 percent of students indicated that they agree/strongly agree with the statement, “My school provides me with challenging curriculum and learning experiences.” 5. Fifty percent of staff indicated that they agree/strongly agree with the statement, “In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.”

Improvement Priority 4

Indicator 3.3	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1	2	1.0

3.3 Improvement Priority	School Rating	Team Rating
Develop lessons that incorporate strategies to engage and challenge all students at higher levels.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	
There is little or no evidence that this Improvement Priority has been addressed.		X

School Evidence:

Dragon Fire PowerPoint
Rigor and Relevance training
CIF examples
TRIP examples
Professional growth training
Bring Your Own Device training
CFA Data

School Supporting Rationale:

Because of the staff turnover rate, Dragon Fire hours has been created for teachers new to the building. This is an hour per month of intensive professional development that is focused on helping new teachers understand and work with the systems at Doss. In addition to KTIP, it provides a collegial group to new teachers where they can receive support from experienced mentor teachers.

In the spring of 2012, a greater focus was placed on rigor and relevance in the classroom. A rigor plan and timeline was put into place. It was an incremental, step-by-step approach to increasing the challenge level in each classroom. The Daggett Rigor and Relevance model was used. Vocabulary was taught, learning walks took place, and system processes were put into place.

The next step of the rigor and relevance process was to have all teachers express to their students the learning target and the instructional strategy that was being implemented in the classroom. This was done by using the Classroom Instructional Framework (CIF) posters. All teachers are required to post their opening strategy, learning targets, classroom activity, and closing activity. This poster is a communication tool to let students know what will happen in the lesson.

Intentional planning is an important next step for all teachers. The Teacher Rigorous Instruction Plan (TRIP) document was created by a collaborative group of teachers. The purpose was to create a document that intentionally guides the teacher in the planning process, and the goal was to create lessons that are planned, intentional, and rigorous. All of these documents are available on Drop Box so that they are accessible by other members of a learning team. This was followed by professional development that supports the teachers' goal of planned intentional and rigorous instruction.

These tools have created an effective system that allows teachers to work collaboratively, develop and revise more effective lessons, and increase student learning. In addition, these tools have allowed all departments to efficiently align their content area in a systematic way, both horizontally and vertically. This creates a guaranteed viable curriculum which results in an environment of high expectations.

Doss is moving from an evaluation mindset to growth mindset. A professional development plan has been created during the 2014-15 school year to ensure that there is continuous growth by its staff members. In September, all members of the staff were required to write a growth plan (PGP) that focused on a skill each felt that they would like to improve on. In October, administrators reviewed the narratives and created small teams of teachers that had common areas of growth. In November, the staff members of Doss High School used a systematic approach to professional growth. Also in November, staff members worked on the area of growth in conjunction with other staff members in their growth area. By contract, one hour of after school time can be devoted to faculty meeting time. This one hour period has been changed to "growth time" where each small group can work on his/her area of need. Administrators will collaborate with the groups as well as make them accountable for

implementing their instructional commitments. This process perpetuates the continuous improvement process. In addition, professional development is also job embedded and organized through the learning teams.

The school has modeled differentiation in developing professional learning sessions that target specific teacher growth needs based on each teacher’s Professional Growth Plan. These learning sessions include groups that are currently focused on differentiated instruction, instructional design, effective feedback, and student engagement. The design of these groups, and the expected outcomes of each, should reinforce instructional strategies and interventions that will lead to more personalized, differentiated instruction in classrooms.

With a focus on collecting and analyzing student data from a variety of assessments, teams are making decisions regarding instruction and interventions with individual students in mind during learning team meetings. Teachers use Meeting All of the Standards (MATS) folders and MATS tracking sheets as data to support modifying instruction or providing additional interventions. Further, learning teams refer students for Plus Time interventions to receive additional supports after reviewing assessment data.

In the spring of 2013, an emphasis was placed on the use of technology throughout the building. The telecommunication policy has been changed to allow students to use their cell phones in the classroom for instructional purposes. In addition, 200 iPads were purchased to allow teachers to bring technology into the classroom.

Team Evidence:

Review of documentation referenced above, plus classroom observations and stakeholder interviews

Team Supporting Rationale:

Although training has occurred in rigor and relevance, observations indicated little student-centered instruction. Instruction was teacher-centered and differentiated learning activities were not observed. Students talked to each other in classes, but not about lessons or content issues.

Improvement Priority 5

Indicator 3.4	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1	2	1.43

3.4 Improvement Priority	School Rating	Team Rating
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Acquire professional development to gain awareness, knowledge, and understanding of the characteristics of rigor in classroom instructional practices and strategies.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	
There is little or no evidence that this Improvement Priority has been addressed.		X

<p>School Evidence: All evidence from 3.1, 3.2, 3.3, 3.4 Mock audit Professional growth plan Rigor and Relevance training Dragon Fire training.</p>
<p>School Supporting Rationale:</p> <p>In addition to all of the evidence from 3.1 through 3.3, in the spring and in the fall of 2014, a team of Education Recovery Leaders (ERLs) and Educational Recovery Specialists (ERSs) from the Jefferson County area provided Doss with a snapshot of our school. Using the ELEOT document, the Education Recovery staff provided valuable feedback on the effectiveness of our school.</p> <p>The Doss staff has shown a great deal of growth from the KDE Diagnostic Review of 2012 to the mock audit of 2014. Almost across the board, the numbers on the ELEOT document have shown growth. This information was conveyed to the teachers and staff. In addition, teachers were given the audit results and required to reflect on the results.</p> <p>Positives that were noted from the fall 2014 mock audit:</p> <ul style="list-style-type: none"> • A large percentage of classrooms had planned for bell-to-bell instruction • Most CIF posters accurately reflected the day’s work • Minimal student behavior disruptions • Positive teacher responses to student misbehaviors • Evidence of relationship building • Use of iPads in science classes • Teachers felt comfortable with students • Students felt comfortable with asking and responding to questions • Algebra 2 teachers using cooperative learning strategies • Students wearing Doss gear or pink themed clothing (there was a breast cancer awareness campaign in progress at the time) <p>Deltas that were noted from the Fall 2014 mock audit:</p>

- Inappropriate/unapproved cell phone use by students
- Instruction primarily from quadrant A (low rigor/low relevance)
- Very little student-to-student instructional interactions
- Students sitting in groups completing individual work
- Pacing was too slow
- Few examples of differentiation or flexible grouping
- Some unprofessional teacher-student interactions

After the feedback from the ER team during the mock audit, the staff celebrated the improvements that were noted. Quickly, the focus was back on the deltas and what our next steps were. As learning teams meet, these topics are regularly revisited and administrators are focusing on the areas that were noted to improve student achievement.

Team Evidence:

Review of documentation referenced above, plus classroom observations and stakeholder interviews

Team Supporting Rationale:

The Diagnostic Review team observed rigorous instruction in 13 of the 60 classrooms visited. The level of classroom rigor is not consistently monitored with fidelity. Performance data and survey data do not suggest that the school has effectively addressed academic rigor.

Improvement Priority 6

Indicator 3.5	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
Teachers participate in collaborative learning communities to improve instruction and student learning.	1	2	1.86

3.5 Improvement Priority	School Rating	Team Rating
Coordinate opportunities for vertical teaming among Learning Teams		
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:

- Doss organizational chart
- Doss meeting/collaboration structure
- Examples of TRIP forms
- PLC minutes
- Administrative meeting minutes
- Teacher Growth Plans
- CSIP Goal #8 – check sheets

School Supporting Rationale: Doss is a very collaborative environment where 72.8% of teachers strongly agree or agree that *Doss leaders support an innovative and collaborative culture*. In addition, 78.79% strongly agree or agree that *all teachers at Doss participate in collaborative learning communities that meet both informally and formally across grade levels and content areas*.

Doss High School is a Professional Learning Community (PLC). Currently we have 24 learning teams within the eight academic departments. The expectation is for each team to meet once a week and, in some cases, more often. Teams review the skills and knowledge a student must demonstrate, collect data on students' progress, synthesize the data to modify instruction, identify students who need additional help, and reflect on processes and procedures that will improve achievement for all students.

The Professional Learning Communities also use data to improve achievement. Teachers formatively assess what students know. The data and information generated by the assessment will be used to guide discussion within learning teams and will be used to modify classroom instruction and revise TRIP documents. Common formative assessments are written by learning teams, except the district nine-week Proficiency Benchmark Assessment. If the district does not provide a nine-week assessment, it must be written by the learning team and aligned to appropriate accountability assessments. All nine week benchmark data will be reported to the department's supervising administrators. This data is used to modify instruction, select students to Tier 2 and 3 interventions, and to celebrate successes. Teachers also use daily work, homework, and a variety of assessments to judge whether students have demonstrated that they understand a standard. Teachers use Meeting All of the Standards (MATS) folders and MATS tracking sheets as data to modify instruction or to provide additional interventions.

Intentional planning is an important next step for all teachers. The Teacher Rigorous Instruction Plan (TRIP) document was created by a collaborative group of teachers. The purpose was to create a document that intentionally guides the teacher in the planning process, and the goal was to create lessons that are planned, intentional, and rigorous. All of these documents are available on Drop Box so that they are accessible by other members of a learning team. This was followed by professional development that supports the teachers' goal of planned intentional and rigorous instruction.

The school has developed professional learning sessions that target specific teacher growth needs based on Professional Growth Plans. These learning sessions include study groups looking closely at fourteen different areas including differentiated instruction, instructional design, effective feedback, assessment cycle, classroom management, questioning techniques, and student engagement. The design of these groups, and the expected outcomes of each, is based on collaboration between teachers and administrators.

Starting in October, grade level (cross-curricular) meetings took place. The staff was divided into four grade level groups. Grade level data specific to their grade level was given to all of the teams. For two hours, the collaborative teams worked on systemic solutions, cross curricular opportunities, and potential interventions. These collaborative meetings will take place once a month.

Twice a month department chairs (ILT) meet to discuss instructional tools that will make a difference in student achievement. This group collaboratively creates plans and systems whose impact will be broader than just a classroom or department.

CSIP Goal #8 (Leadership) is another example of a collaborative community focused on student learning. Activities within this goal require collaborative work between a wide range of teachers, administrators, board level resource teachers, and board officials. Our regional assistant superintendent visits the school regularly to support the work of the principal and the school. Other district support personnel work closely with the school and this work is documented under Goal 8 in the progress notes of the CSIP.

Team Evidence:

Review of documentation referenced above, stakeholder interviews and some survey data

Team Supporting Rationale:

Interviews and document review indicate that PLC work is occurring. However, the level of impact on instruction and teacher “buy-in” for the PLC process varies across the school based on content area. Staff surveys reveal that 79 percent of staff agree/strongly agree with the statement, “All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.” However, only 54 percent of staff indicate that they agree/strongly agree with the statement, “All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, peer coaching),” which are activities associated with effective PLCs.

Improvement Priority 7

Indicator 3.6	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
Teachers implement the school’s instructional process in support of student learning.	1	2	1.29

3.6 Improvement Priority	School Rating	Team Rating
Implement the school’s instructional process, The Doss Way 3.0, systemically and with fidelity.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	

There is little or no evidence that this Improvement Priority has been addressed.		X
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<p>School Evidence:</p> <ul style="list-style-type: none"> Leverage Cycle – Instructional cycle Examples – CIF posters Leverage Cycle – PBIS Cycle Examples of TRIP forms Student behavior data School wide expectations Danielson Framework learning walks and data Communication logs MATS Folder tracking sheet <hr/> <p>School Supporting Rationale:</p> <p>Best practice for teachers is laid out in the Instructional Cycle from the Doss Leverage Cycles. This cycle gives very clear direction on the ingredients of a successful class. It begins with respect and rapport for each student and should end with an assessment that will guide the instruction the following day. The second expectation is effective rituals and routines that provide clear, specific classroom expectations. This will set the tone for the lesson. It is important that expectations are posted on the wall and referenced during the class, if needed. The teacher should also have student-friendly learning targets posted on their Classroom Instructional Framework (CIF) poster.</p> <p>Classroom expectations are also a critical component of Positive Behavior Intervention and Supports (PBIS) Cycle. A strong and healthy classroom has clear and appropriate expectations. During the summer retreat, the Doss staff collectively created a list of common classroom expectations. The PBIS team synthesized this list into a manageable and effective list that each teacher could embrace. They follow the same four guidelines of safety, respect, responsibility, and perseverance.</p> <p>For the first trimester of the year, all of the learning walks were focused on the Danielson Framework. The emphasis was on Domain 2 and 3 of the framework, which directly relates to the environment and instruction in the classroom. Effective, planned, intentional, and rigorous student-centered instructional strategies that take place bell-to-bell are the most effective way of creating a classroom that is student-centered and effective.</p> <p>The CSIP also provides a path to effective instruction. All teachers use Common Formative Assessments that are written by the learning team. Teachers formatively assess what the student knows. The data and information generated by the assessment will be used to guide discussion within learning teams, and to modify classroom instruction and revise TRIP documents as well. Four common formative assessments will be used in a six-week grading period. This form of feedback is accomplished most effectively with a rubric and strong examples of previous student work. The process provides students with specific and timely feedback about their learning.</p> <p>The CSIP also outlines the need for MATS folders and tracking sheets. It is at the teacher's discretion as to what student pieces, assignments, or assessments are used for standards demonstration within the MATS folder. The protocol used for assessing the folder must follow the approved Doss MATS folder documentation. This allows for a variety of student work to be used to guide the teacher on which</p>
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standards students understand and which they do not.

It is critical that all of this information be provided to parents in an easy to understand format. Many parents have Parent Portal accounts which allow them to follow their student’s grades. Teachers must enter grades in Infinite Campus on a weekly basis. All assessments must be graded and posted in Infinite Campus within one week, and must follow the Standards Based Grading System. Grades are published every three weeks. When a student is due to receive a failing grade on a progress report, proficiency check, trimester, or any other published grade, the teacher must make a phone call to the parent or guardian before the grades are published. A U on a report card should be accompanied by an explanation for the failing grade. Constant and effective communication with students, parents, and guardians is critical for student success. All communication with parents or guardians must be documented on the Doss Communication Log or in Infinite Campus notes. This log is collected on a biweekly basis.

Team Evidence:

Review of documentation referenced above, plus classroom observations, surveys and stakeholder interviews

Team Supporting Rationale:

Evidence that the Doss Way is being implemented systematically and with fidelity is limited. Observations and interviews suggest that its implementation is not impacting instruction. Teachers did not refer to The Doss Way during interviews. In surveys, 62 percent of staff indicated that they agree/strongly agree with the statement, “All teachers in our school use a process to inform students of their learning expectations and standards of performance.” Only 40 percent of students indicated that they agree/strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”

Improvement Priority 8

Indicator 3.7	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
Mentoring, coaching and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning.	1	2	1.29

3.7 Improvement Priority	School Rating	Team Rating
Evaluate the current new teacher induction/mentoring program provided by the school to determine its effectiveness.		
This Improvement Priority has been addressed in an exemplary manner.		

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

<p>School Evidence:</p> <p>Leverage Cycle – Learning Team Cycle Doss Systematic Collaboration Structure Dragon Fire PowerPoint sample</p>
<p>School Supporting Rationale:</p> <p>The Learning Team Cycle has the greatest impact on ensuring that all courses/classes provide students with challenging and equitable opportunities to develop learning, thinking, and life skills. Doss has common planning for all content areas, and all teacher rooms are located near each other to increase the level of collaboration. The expectation is for all Learning Teams to meet for one class period per week using the PLC protocols during their planning period. The expectation for this PLC-style meeting is to discuss standards, assessment, data, interventions, and reflections. An agenda must be created and minutes must be placed in Drop Box for administrators and team members to review. Administrators are members of the Learning Teams. The expectation is for Assistant Principals to be active members of the discussion and for data from Learning Team meetings to become part of the Instructional Support Team (IST) meeting.</p> <p>The 2014-15 school year is the first time that a coordinated peer observation program will take place at Doss. Teachers will be trained during the winter of 2014 and observations will take place in January or February of 2015. This will be in coordination with the TPGES evaluation system.</p> <p>All new teachers to the profession participate in the Kentucky Teacher Internship Program (KTIP), which provides them with a teacher and administrative mentor. This is a structure framework for assessment, planning, and differentiated instruction. Because of the large staff turnover rate, Dragon Fire hours has been created for teachers new to the building. This is an hour a month of intensive professional development focused on helping new teachers understand and work with the systems at Doss. In addition to KTIP, it provides a collegial group to new teachers so that they can receive support from experienced mentor teachers.</p> <p>The department chairs for the four core content classes, as well as Business Information and Technology (BIT) chair, have an additional duty period that allow them to work collaboratively with teachers within their department.</p> <p>Doss is moving from an evaluation mindset to a growth mindset. A professional development plan has been created during the 2014-15 school year to ensure that there is continuous growth by staff members. In September, all members of the staff were required to write a growth plan that focused on a skill that each of them would like to improve. In October, administrators reviewed the narratives and created small teams of teachers that had common areas of growth.</p> <p>In November the staff members of Doss High School used a systematic approach to professional growth.</p>

Also in November, staff members worked on the area of growth in conjunction with other staff members in their growth area. By contract, one hour of after school time can be devoted to faculty meeting time. This one hour period has been changed to “growth time” where each small group can work on their area of need. Administrators collaborate with the groups as well as make them accountable for implementing their instructional commitments. This process will perpetuate the continuous improvement process. In addition, professional development is also job embedded and is organized through the learning teams.

Administrative learning walks also take place. The focus has been on the Danielson Framework, Domain 2 and 3. During Instructional Support Team Meetings, administrators coach each other on the most effective techniques using the Robyn Jackson’s *Will and Skill* protocol. Coaching meetings with teachers are based on the Jackson coaching techniques.

Team Evidence:

Review of documentation referenced above, plus classroom observations, surveys and stakeholder interviews.

Team Supporting Rationale:

The Diagnostic Review Team recognizes that there is a need for effective coaching, mentoring, and induction programs due to the amount of turnover of faculty in the school. Other than KTIP, the ways in which new teachers are systematically mentored and supported in their assimilation to the school culture are not apparent, nor is it apparent how the school is communicating its values and beliefs about teaching and learning through induction and mentoring programs. As detailed previously in this report, classroom observation data does not suggest the consistent use of effective instructional practices across the school.

Improvement Priority 9

Indicator 3.11	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
All staff members participate in a continuous program of professional learning.	1	2	2.00

3.11 Improvement Priority	School Rating	Team Rating
Align all professional development with the specific needs of student learning and teacher informal and formal evaluations.		
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.		
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School Evidence:

Doss Systematic Collaboration Structure 14-15
Leverage Cycle – Learning Team Cycle
PLC minutes
Professional Growth Plan
Cross grade level meetings
LibGuide Example
Dragon Fire Sample

School Supporting Rationale:

The most powerful form of continuous professional development is the Professional Learning Communities (PLC). Common planning periods have been constructed within the master schedule to facilitate Professional Learning Communities. In addition, this professional development is job embedded. The success rate of modifying instruction is very high. Learning teams meet to use the following tools to ensure that all teachers are focused on improved instruction and student learning:

- defining the essential skills and knowledge that students must learn
- creating/giving/modifying common formative assessments, common summative assessments, and other assessments
- data collection and analysis of classroom assessments
- creating opportunities for intervention/enrichment
- creating opportunities for reflection and celebrations

Agendas and minutes are posted to an agreed upon electronic file sharing system. All teams must meet for a minimum of one planning period per week during their common planning period.

A professional development plan has been created during the 2014-15 school year to ensure that there is continuous growth by its staff members. In September, all members of the staff were required to write a growth plan (PGP) that focused on a skill each felt that they would like to improve on. In October, administrators reviewed the narratives and created small teams of teachers that had common areas of growth. In November, the staff members of Doss High School used a systematic approach to professional growth. Also in November, staff members worked on their chosen area of growth in conjunction with other staff members in that growth area. By contract, one hour of after school time can be devoted to faculty meeting time. This one hour period has been changed to “growth time” during which each small group can work on its area of need. Administrators will collaborate with the groups as well as hold them accountable for implementing their instructional commitments. This process will perpetuate the continuous improvement process. In the AdvancED survey, student results showed an average score of 3.52/4.0 on a question that asked if Doss teachers work together to improve student learning. In addition, almost 75% of Doss teachers strongly agree or agree that *Doss has a continuous improvement process based on data, goals, actions, and measures for growth.*

In addition, Doss offers many other forms of professional development. During the summer, a two day retreat designed to focus the staff on the school’s priorities took place. Eighty percent of the staff was in

attendance and topics covered included literacy, writing, PBIS, and RTI. Doss teachers in content areas with a single member or only have few members are also going to JCPS content-specific district PLCs (examples are P.E., health, humanities, and technology). Professional development opportunities have been provided to teachers beyond Jefferson County. Teachers have gone to Florida, Georgia, Arizona, and Nevada to receive specialized training. The district also provides training for non-certified staff members. Security, clerical, housekeeping, and cafeteria staff members have received training throughout the year from the school district. Principals have monthly meetings hosted by the superintendent. Principals are also part of PLCs hosted by the assistant superintendent of high school principals in our region. Additionally, the district has provided professional development for assistant principals in priority schools. The district and state are collaborating to provide National Institute for Principal Leadership (NISL) training and one of our assistant principals is participating in this year-long opportunity.

The Doss librarian also runs an online resource website, Doss LibGuides (<http://doss.libguides.com/home>). As teachers need resources for a lesson or if they create professional development material, it can be posted on this website.

Because of the large staff turnover rate, Dragon Fire hours has been created for teachers new to the building. This is an hour per month of intensive professional development focused on helping new teachers understand and work with the systems at Doss. In addition to KTIP, it provides a collegial group of experienced mentor teachers to provide support to new teachers.

Doss has many collaborative teams that aid in the process of administration. Leaders have created a school wide accountability structure that supports innovation, collaboration, shared leadership, and professional growth. All teams foster a culture of continuous improvement consistent with the school's mission and vision.

Team Evidence:

Review of documentation referenced above, plus classroom observations, survey data, performance data and stakeholder interviews

Team Supporting Rationale:

Interviews and review of documentation indicate that the school is endeavoring to use the "Growth Meeting" framework to build professional capacity. The "Growth Meeting" approach involves teachers working in smaller groups to meet professional learning needs identified by the group members themselves. Interviews indicated that many of the Growth Meetings were "group discussion" activities that did not necessarily involve pertinent content (i.e., differentiation, use of CIITS, etc.). Interviews further indicated that some "Growth Meeting" groups may have been more effective than others in delivering quality professional learning that was beneficial to teachers in improving professional practice.

The Team was not able to detect a process for measuring the impact of professional development on teacher practice or student learning.

As detailed elsewhere in this report, student achievement data and classroom observation data do not

suggest the existence of highly effective, job-embedded professional development processes that are targeting school/student needs and monitored and evaluated for their impact on student learning or instructional effectiveness.

In surveys, 63 percent of staff indicated that they agree/strongly agree with the statement, “In our school, all staff members participate in continuous professional learning based on identified needs of the school.”

Improvement Priority 10

Indicator 3.12	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
The school provides and coordinates learning support services to meet the unique learning needs of students.	1	3	2.00

3.12 Improvement Priority Monitor the implementation and effectiveness of learning support services and programs.	School Rating	Team Rating
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence:

(Note: Special Education in JCPS is referred to as Exceptional Child Education—ECE)

- ECE protocol for placement
- ECE forms
- Advance Program placement
- Advances Placement protocols/offerings
- ESL protocol
- ESL identification
- ESL tracking
- ESL Professional Growth
- ESL activities
- SRT/PBIS Coach documentation

School Supporting Rationale:

ECE Program

The special education program has a very specific protocol for supporting students. This protocol is governed by both state and federal guidelines. Below is a description of how the system works at our school:

- A concern about student performance is noted in one of the following areas by a teacher, parent/guardian, or a student: written expression, mathematics reasoning, listening comprehension, cognitive functioning, oral expression, mathematics calculations, basic reading skills, classroom behavior, reading comprehension, or attending skills.
- The next step is to determine and document needed interventions with results supported by data. When the above completed components are submitted to SBARC Chairperson, a SBARC is held to determine whether a disability is suspected and to make a decision regarding referring the student for a comprehensive assessment.
- Additional information is gathered including current social/development history (from parents), two observations (in each area of concern), work samples (in areas of concern), and behavior logs (for Emotional and Behavioral Disorder referrals).

When the above components are completed, a SBARC is held to determine services the student will receive, if any. If the student is eligible for services, an Individualized Education Program (IEP) is written and implemented. The IEP will include accommodations, goals, specially designed instruction, disability information, and transition information. If the student has behaviors that warrant additional support beyond an IEP, a Functional Behavioral Assessment (FBA)/Behavior Intervention Plan (BIP) is written and implemented. The BIP includes supports, replacement behaviors to be taught, a reinforcement system, and reactive strategies.

Gifted, Talented, and Advanced Program Protocol

- At the beginning of each new school year, freshman counselors contact ninth grade teachers for potential Advanced Program student referrals.
- If a teacher referral is made, a counselor will notify the Building Assessment Coordinator (BAC) to order CogAt testing for student.
- Any Advanced Program referral must be made in the ninth grade year in order for students to complete the sequence of classes required.
- Along with formal assessment, the counselor must submit a student transcript and teacher evaluation.
- The chart below shows the classes required for a student to graduate with an advanced program diploma:

Courses Required	Carnegie Units
English	4
Science	$\frac{3}{4}$
Mathematics	$\frac{3}{4}$
Social Studies (U.S. History/ World Civilization)	3
Foreign Language	$\frac{3}{4}$
Humanities	1
Health/Physical Education	1
Electives	4

- Students check with counselors to determine the number of Carnegie Units required for their

graduation year. A minimum of 12 of these units must be earned in Advanced Program classes in at least three of the following areas: English, science, mathematics, foreign language, and social studies.

- All Advanced Program students must take an advanced-level humanities course as prescribed by the district's Advanced Program (course no. 48040091). This credit can also be met by successfully completing a series of art specialization courses that includes a 300-level art specialization course in one level.
- High school students are expected to take a minimum of three Advanced Program classes each semester and to maintain an overall B average (3.0) in order to remain in the program according to *Jefferson County Public Schools Advance Program and Primary Talent Pool Guidelines, Information, and Procedures*.
- Students also participate in the full range of sports, clubs, competitions, and other co-curricular high school activities.
- Advanced Placement classes are offered to students in all JCPS high schools. It is recommended that Advanced Program students graduate with a minimum of two Advanced Placement classes.
- Academic progress is monitored by teachers with forms provided by the district at the end of each trimester. Once the year is complete, reports are returned to the counselor and distributed to parents, the Advanced Program office, and the student's file.

Doss offers nine Advanced Placement classes, as well as eight Advanced Program courses, allowing for a variety of different offerings. Doss is also collaborating with Advance Kentucky to expand the offerings to more gap students, create more pre-Advanced placement, and provide more support for all students in the program.

ESL

The Doss ESL department provides and coordinates learning support services to meet the unique learning needs of students by:

- Utilizing ACCESS scores to monitor student progress in the English language domains of speaking, listening, reading, and writing. If students are not progressing at a consistent rate, that is one indicator we use to determine which students are in need of additional support through interventions and ESS
- Using ACCESS scores and WIDA "Can Do Descriptors" to determine the most effective accommodations and modifications, which are indicated in students' Program Services Plans (PSPs)
- ACCESS scores are also utilized, along with students' previous English credit acclimation, to schedule them into one of four ESL classes: ESL 2 and 3 for Freshmen and Sophomore ESL students, or Junior and Senior sheltered English and Writing Workshop 3.
- Students' PSPs are distributed to teachers and PD sessions are held to familiarize teachers with the needs of ESL students.
- Students' accommodations and modifications are distributed to teachers of ESL students in a spreadsheet.
- Students' GPAs are used, along with teacher qualitative data, to develop a schedule for the Bilingual Associate Instructor (BAI) to provide regular instructional support in content area classes.
- One ESL teacher at Doss has engaged in continuing research by receiving a reading specialist certification.

- Another ESL teacher at Doss has participated in a JCPS ESL department coordinated teacher exchange through which he observed other ESL teachers teaching his students, and he taught others' ESL students while they observed. Specific feedback was provided to participating teachers, and through reflection, implications for future instruction were addressed. The district is providing these PLC opportunities for teachers so that they can learn from others with similar positions in other schools.

Team Evidence:

Review of documentation referenced above, plus classroom observations, survey data and stakeholder interviews

Team Supporting Rationale:

Evidence suggests that some individual programs are evaluated for impact on students. However, a complete monitoring system that evaluates the overall impact of all student support services is not evident in the school. Survey data suggests limited agreement regarding the effectiveness of learning support services. Sixty-four percent of staff indicated that they agree/strongly agree with the statement, "In our school, learning support services are provided for all students based on their needs." Fifty-three percent of students indicated that they agree/strongly agree with the statement, "My school provides learning services for me according to my needs."

Improvement Priority 11

Indicator 5.3	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
Professional and support staff are trained in the evaluation, interpretation, and use of data.	1	2	1.57

5.3 Improvement Priority	School Rating	Team Rating
Provide training for all staff in a rigorous, individualized professional development program that focuses on evaluating, interpreting, and using data to drive instruction.		
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:

CSIP Goal #1 – professional learning communities
Effectiveness Leverage Cycles – Feedback
CSIP Goal #1 – Common Formative Assessments
JCPS curriculum maps and priority standards
JCPS assessment cycles
Examples - PLC Minutes
Examples – Cascade data

School Supporting Rationale:

The assessment system starts with the Comprehensive School Improvement Plan (CSIP) Goal #1 – Achievement, Activity #1 – Professional Learning Community.

Learning teams use the following tools to ensure that all teachers are focused on improved instruction and student learning:

- defining the essential skills and knowledge that students must learn
- creating/giving/modifying common formative assessments, common summative assessments, and other assessments
- collecting data and analysis of classroom assessments
- creating opportunities for intervention/enrichment
- creating opportunities for reflection and celebrations

Doss High School is a Professional Learning Community (PLC). Currently we have 24 learning teams within the eight academic departments. Doss has common planning for all content areas and all teacher rooms are located near each other to increase the level of collaboration. The expectation is for all Learning Teams to meet using the PLC protocols for one class period per week during their planning period.

With the help of JCPS, curriculum maps and pacing guides are provided to provide a definition and understanding of standards for each unit. All learning teams use a backward planning design. The first assessment that should be completed is the Common Summative Assessment (CSA). This assessment will assess the entire unit. After the CSAs are created, the Common Formative Assessments (CFAs) are created.

CSIP Goal #1 – Achievement, Activity - Common Formative Assessments gives the teacher the expectation for the CFA. Teachers formatively assess what students know. The data generated by the assessment is used to guide discussion within learning teams and to modify classroom instruction and revise TRIP documents. Four common formative assessments are used in a six-week grading period. The district nine-week benchmark assessment is considered the common formative assessment. Common formative assessments are written by learning teams, except the district nine-week Proficiency Benchmark Assessment. If the district does not provide a nine-week assessment, it is written by the learning team and aligned to appropriate accountability assessments. All nine week benchmark data is reported to the department supervising administrators.

After the results of the CFAs are compiled, the PLC examines the data for student learning trends and

plans how to readdress areas where measurable student achievement is below the established baseline for progress. Tracking of the data is done through spreadsheets, CASCADE reports, and individual reflection. Each department has developed a public tracking sheet that displays the tracking of CFAs and standards.

Training for using data to guide instruction is facilitated within PLCs by team leaders, GCCs, and department chairs. Additionally, training is planned for department meetings and after school meetings.

Team Evidence:

Review of documentation referenced above, plus classroom observations, stakeholder surveys, and interviews

Team Supporting Rationale:

Interviews indicate that training for the use of data has been conducted, and that some data is being analyzed. However, stakeholders could not explain how data is consistently used to drive classroom-level and school-level instructional improvement. In surveys, only 45 percent of staff indicated that they agree/strongly agree with the statement, "Our school ensures all staff members are trained in the evaluation, interpretation, and use of data."

Improvement Priority 12

Indicator 5.5	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	1	2	1.57

5.5 Improvement Priority	School Rating	Team Rating
Communicate student learning and overall school progress regularly to all stakeholder groups in appropriate and meaningful formats.		
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:

Infinite Campus Parent Portal grades
Weekly emails from principal to parents
Regular emails to parents and community from Career Technical Education department
Twitter feed
Samples - parent communication of data
Samples – media data about Doss
Samples – community involvement and communication

School Supporting Rationale:

Doss uses Open House and a beginning of the year orientation to convey information about student success. Doss also uses a variety of additional methods to communicate with parents. Each week, an email is sent to 1,500 parents that includes student recognitions, important dates, and college awareness information. In addition, information is also placed on social media (Twitter and Facebook), the TV in the lobby, the school website, the electronic sign in front of the school, One Call voice mail, and One Call text messages. Data is also used at Advisory Council (SBDM) meetings.

All teachers are also required to contact all parents/guardians of student who do not receive a passing grade. This is part of the School Improvement Plan. It is monitored through a teacher call log, the Infinite Campus teacher-parent tab, or email communications.

Many parents have parent portal accounts which allow them to track their student's grades. All grades must be entered in Infinite Campus on a weekly basis. All assessments must be graded and posted in Infinite Campus within one week, and must follow the Standards Based Grading System. Grades will be published every three weeks. When a student is due to receive a failing grade on a progress report, proficiency check, trimester, or any other published grade, the teacher must make a phone call to the parent or guardian before the grades are published. A U on a report card should be accompanied by an explanation for the failing grade.

Constant and effective communication with students, parents, and guardians is critical for student success. All communication with parents or guardians must be documented on the Doss Communication Log or in Infinite Campus notes. This log is collected on a biweekly basis.

Doss is also very involved with the business community. We invite more than 100 business partners into the building to work with our students. It is the school's philosophy that it takes many adults to create a responsible citizen. The campaign is known as the Dripping Water Campaign: "Dripping water hollows out stone, not through force but through persistence."

We have relationships with many business organizations including Junior Achievement and several large corporations that provide us with many mentors. Each month, students from the National Academy Foundation (NAF) send each of our business members an email highlighting what is happening at Doss. They recognize student success, community mentors, and community opportunities.

Student report cards are used to convey data to all stakeholders. The report card lists dates, facts, and the mission and vision statement. Inside the report card envelope is a brag sheet about the successes that have taken place during the last grading period. We know that parents/guardians are likely to look at the report card and want to use it as a means to share information about the school and its successes as well as their child's individual grades.

Team Evidence:

Review of documentation referenced above, plus classroom observations and stakeholder surveys and interviews

Team Supporting Rationale:

Documentation and interviews indicate that leadership monitors and evaluates school-level data. This monitoring is also apparent through survey data. Seventy-five percent of staff indicated that they agree/strongly agree with the statement, "Our school leaders monitor data related to student achievement." Seventy-nine percent of staff indicated that they agree/strongly agree with the statement, "Our school leaders monitor data related to school continuous improvement goals." However, less evidence exists suggesting that leadership is involved in day-to-day instructional delivery or in monitoring classroom level data. In interviews, some teachers indicated that leadership is not involved in monitoring their teaching in the classroom.

Doss High School Student Performance Data

(November 25, 2014)

School Performance Results

Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2013-2014	56.0	57.0	61.8	Yes	Yes	Yes
2012-2013	35.8	36.8	42.8	Yes	Yes	Yes

Plus

Met AMOs

Delta – N/A

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

Content Area	%P/D School (11-12)	%P/D State (11-12)	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)
English II	27.9	52.2	27.6	55.8	29.2	55.4
Algebra II	29.7	40.0	16.5	36.0	26.8	37.9
Biology	13.5	30.3	25.4	36.3	13.1	39.8
U.S. History	13.4	39.5	32.1	51.3	37.8	58.0
Writing	25.4	43.9	24.3	48.2	20.0	43.3
Language Mech.	22.5	50.7	28.8	51.4	21.7	49.9

Plus

Increase over 2012-13 in English II, Algebra II, US History

Delta

Below state in all subjects. Drop from 2012-13 in biology (while the state average increased), writing (while the state average decreased), and Language Mechanics (while the state average decreased slightly)

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

Content Area	Avg. Score School (11-12)	Avg. Score State (11-12)	Avg. Score School (12-13)	Avg. Score State (12-13)	Avg. Score School (13-14)	Avg. Score State (13-14)
English	13.1	16.1	13.8	16.6	13.5	16.5
Math	13.9	16.8	14.0	17.1	13.9	16.9
Reading	13.7	16.6	14.1	16.8	13.9	16.7
Science	15.7	17.9	15.9	18.1	15.9	18.1
Composite	14.2	17.0	14.6	17.3	14.4	17.2

Plus – N/A

Delta

Below the state average in 2013-14 in all areas

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

Content Area	Avg. Score School (11-12)	Avg. Score State (11-12)	Avg. Score School (12-13)	Avg. Score State (12-13)	Avg. Score School (13-14)	Avg. Score State (13-14)
English	13.7	18.4	13.6	18.4	14.1	18.7
Math	16.1	18.8	15.9	18.9	16.6	19.2
Reading	15.4	19.0	15.6	19.4	16.2	19.6
Science	16.0	19.1	16.0	19.5	16.8	19.6
Composite	15.4	19.0	15.4	19.2	16.1	19.4

Plus – N/A

Delta

Below the state average in all areas

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

Tested Area (2013-2014)	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	42.7	27.9	No	40.6	33.1	No
Reading	42.1	29.7	No	38.8	26.6	No
Math	43.4	26.1	No	42.4	24.3	No
Science	31.3	13.5	No	30.3	12.8	No
Social Studies	30.3	38.4	Yes	29.1	32.3	Yes
Writing	40.3	20.0	No	39.0	18.4	No

Plus – N/A

Delta

Did not meet Proficiency and Gap delivery targets

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

Delivery Target Type	Delivery Target (School)	Actual Score (School)	Actual Score (State)	Met Target (Yes or No)
College and Career Readiness	46.6	40.7	62.4	No
Graduation Rate	84.6	86.6	87.5	Yes

Plus

Met graduation rate target

Delta

Did not meet CCR delivery target, and well below state average

Program Reviews 2013-2014						
Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development (3 pts possible)	Administrative/ Leadership Support (3 pts possible)	Total Score (12 points possible)	Classification
Arts and Humanities	2.35	2.29	2.11	2.70	9.5	Proficient
Practical Living	2.13	2.17	2.22	2.08	8.6	Proficient
Writing	2.0	2.0	1.78	2.0	7.8	Needs Improvement

Plus – N/A

Delta – N/A

Summary of Student Performance Data:

Average Measurable Objective (AMO) goals and participation rates have been met for the past two years.

The percentage of students scoring at Proficient/Distinguished (P/D) levels on K-PREP End-of-Course assessments varied. Regardless of increases or decreases in P/D rates, all scores remain well below state averages for K-PREP.

- English II P/D rates have increased 1.6% since 2012-13. However, they remain well below the state average.
- Algebra II P/D percentages have increased 10.3% since 2012-13. However, they are relatively flat when compared to 2011-12 rates and remain below the state average.
- Biology P/D rates have decreased 12.3% after a dramatic increase in 2012-13.
- U.S. History P/D has increased 5.7%, but remains well below the state average.
- Writing P/D rates have decreased 4.3% and are well below the state average.
- Writing Mechanics P/D rates have decreased 1.4% and are well below the state average.

Content area scores on the PLAN (Grade 10) have remained stagnant over a three-year period and are below the state averages in all areas (English, math, reading, science, and composite score).

ACT scores (Grade 11) have increased slightly since 2012-13, but remain about three points below the state averages in all areas.

None of the school’s School Achievement of Proficiency and GAP Delivery Targets were met for 2013-14.

The 2013-14 College and Career Readiness Delivery Target was not met. The Graduation Rate Delivery Target was met.

Program Reviews in Arts and Humanities and Practical Living were met. The Program Review for Writing was marked as Needs Improvement.

2015 School Diagnostic Review Schedule

Doss High School

Sunday

Time	Event	Where	Who
3:00 p.m.	Hotel Check-in	Hotel	Diagnostic Review Team Members
4:00 p.m. -5:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 p.m. – 7:30 p.m.	<p>Principal's Overview Presentation</p> <p>Standards Presentation - Questions/topics to be addressed:</p> <ol style="list-style-type: none"> 1. Vision, i.e., where has the school come from, where is the school now, and where is the school trying to go from here? 2. Overview of the School Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement. 3. How did the school and system ensure that the Internal Review process was carried out with integrity at the school level? 4. What has the school and system done to evaluate, support, monitor and ensure improvement in student performance as well as conditions that support learning? 5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning conditions and student achievement have improved? 6. What professional development has the school provided in the last two years targeting improvement in teacher professional practice and student success? What should the team be looking for in their classroom observations to gauge the impact of the professional development program, i.e., differentiation, higher order thinking, formative assessment, student engagement, etc. 	Hotel Conference Room	Diagnostic Review Team Members

7:30 – 8:30	<p>Team Work Session #1 (Agenda provided by Lead Evaluator)</p> <ul style="list-style-type: none"> Review initial indicator ratings. Review team schedule and individual team member responsibilities Review classroom observation procedures and interview procedures Prepare questions for principal interview Determine other questions that the team needs to have answered 		
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Monday

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at school	School office	Diagnostic Review Team Members
8:00 – 9:30 a.m.	Principal interview		Diagnostic Review Team Members
9:30 – 11:45	Begin school and classroom observations		Diagnostic Review Team Members (working in pairs or as individuals)
11:45 a.m.-12:30 p.m.	Lunch & Team Meeting		Diagnostic Review Team Members
11:45 – 4:00	School and classroom observations continue (Some team members may be assigned to interview individuals or groups during this time.)		
	Individual interviews: 1. all administrators 2. 25% of professional staff (representing a cross-section of the faculty)		
	Small groups (3-5 persons) interviews should be scheduled for 1. parent leaders 2. students 3. support staff		Diagnostic Review Team Members (working in pairs or as individuals)
	Review of paper artifacts and documentation that could not be provided electronically. (Documents and artifacts provided in the advance to the DR team electronically organized by standard, i.e., Google Docs or via a flash drive)		Diagnostic Review Team Members (working in pairs or as individuals)
4:00 p.m.	Team returns to hotel		Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 – 9:00 p.m.	<p>Evening Work Session #2 (Agenda provided by Lead Evaluator)</p> <ul style="list-style-type: none"> Tabulate classroom observation data from Day #1 Reach consensus on second ratings for all indicators Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities Begin DRAFTING the DR Report, i.e., eleot ratings summaries, Improvement Priorities, Summary of the Team's Activities, etc. 	Hotel conference room	Diagnostic Review Team Members

	<ul style="list-style-type: none"> Prepare for Day 2 		
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Tuesday

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
8:00 a.m. (align to school start time)	Team arrives at school		Diagnostic Review Team Members
8:00 – 11:45	School and classroom observations		Diagnostic Review Team members (working in pairs or as individuals)
8:00 – 11:45 a.m.	Continue interviews as necessary not completed on day #1		Diagnostic Review Team Members (working in pairs or as individuals)
	Continue artifact review as necessary not completed on day #1		(working in pairs or as individuals)
11:45 a.m.-12:30 p.m.	Lunch & Team Meeting		Diagnostic Review Team Members
12:30 -4:00 p.m.	School and classroom observations Artifacts review Complete interviews as necessary		Diagnostic Review Team Members (working in pairs or as individuals)
5:30 – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 – 9:30 p.m.	Evening Work Session #3 (Agenda provided by Lead Evaluator) The team should examine and reach consensus on: <ul style="list-style-type: none"> Final ratings for standards and indicators Powerful Practices (indicators rated at 4) Opportunities for Improvement (indicators rated at 2) Improvement Priorities (indicators rated at 1 or 2) Summary overview for each standard Learning Environment narrative (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. Principal Debriefing PowerPoint presentation 	Hotel Conference Room	Diagnostic Review Team Members

Wednesday

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Check out of hotel and departure for school	Hotel	Diagnostic Review Team Members
8:00 – 11:00 a.m.	Final Team Work Session All team members review all components of the Diagnostic Review team's findings including: <ul style="list-style-type: none"> Final ratings for standards and indicators 		Diagnostic Review Team Members (working in pairs or as individuals)

	<ul style="list-style-type: none"> • Coherency and accuracy of the Opportunities for Improvement, Improvement Priorities, Powerful Practices • Summary overview for each standard (in each standard workbook) • Brief narrative that further expands upon the individual learning environment ratings • Principal's Debriefing Conference PowerPoint presentation 		
11:00 – 2:30	<ul style="list-style-type: none"> • Complete written report • Peer reviewing and editing 		Diagnostic Review Team Members
11:30 a.m.-12:30 p.m.	Working Lunch		Diagnostic Review Team Members
12:30– 1:30	Kentucky Department of Education Leadership Determination Session		Diagnostic Review Team Members
2:00 – 2:15 p.m.	<p>Exit Report with the principal</p> <p>The Exit Report will be a brief meeting for the Lead Evaluator and team members to express their appreciation for hosting the on-site review to the 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.</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>		Diagnostic Review Team

School Diagnostic Review Summary Report

Doss High School

Jefferson County Public Schools

1/25/2015 – 1/28/2015

The members of the Doss 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 not have the ability to lead the intervention and should not remain as principal of Doss High School to continue the roles and responsibilities established in KRS 160.345.

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

Commissioner, Kentucky Department of Education

_____ Date: _____

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

Principal, Doss High School

_____ Date: _____

Superintendent, Jefferson County Public Schools

_____ Date: _____