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KENTUCKY DEPARTMENT OF EDUCATION

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April 13, 2016

Mr. Emmanuel Caulk, Superintendent
Fayette County Public Schools
701 E. Main Street
Lexington, KY 40502

Dear Superintendent Caulk:

As you are aware, the Kentucky Department of Education (KDE) has conducted a District Diagnostic Review of the Fayette County Schools in accordance with 703 KAR 5:260. I write to share the timeline of events that have led to this review, the findings of this review and to emphasize the challenges that continue to face Fayette County Schools. I am really concerned that the findings of the review indicates the district office supports to schools continue to be below expectations. However, I am confident that under your leadership, you will use the findings to take the district to the next level to ensure all students graduate college- and career-ready.

In February 2014, the Diagnostic Review of Bryan Station High School was conducted. The review indicated that the school was improving and the Principal had the capacity to lead the school turnaround. The District Diagnostic Review also was conducted during this time and it was determined that the district had the capacity and resources to support the turnaround of Bryan Station High School, but the district was not doing anything intentionally to help support the turnaround initiative at Bryan Station High School. Due to the findings in the district report, it was determined that KDE would conduct another District Diagnostic Review in 2015.

In March 2015, a District Diagnostic Review was conducted in Fayette County. The review indicated that the district had the capacity and resources to support the turnaround of Bryan Station High School, but the district was not doing anything intentionally to help support the turnaround initiative there. Due to the findings in the district report, it was determined that KDE would conduct another District Diagnostic Review in 2016.

In May 2015, the Commissioner issued a letter to the Fayette County Board of Education Chair concerning the results of the March District Diagnostic Review and the significant achievement gaps in the district. The letter highlighted concerns about the achievement gaps in reading and mathematics at the elementary, middle, and high school levels as well as the fact that the district did not have a system or process in place to ensure that continuous improvement was

Superintendent Emmanuel Caulk
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occurring across the district. KDE offered six months of support services to Fayette County to help establish a district level systematic approach to closing the achievement gaps.

Between June and October of 2015, KDE staff worked directly with central office staff and building level leaders to develop novice reduction plans to address the achievement gaps and develop school and district level improvement plans. During the six months of intensive support, at no time were the same district/building leaders at the table.

With the release of the school report card in October 2015, Bryan Station High School exited priority status. KDE has continued to provide education recovery staff to Bryan Station High School to ensure that the new school leadership was supported and continuous improvement was sustained.

In March 2016, the Fayette County Diagnostic Review was conducted and it was determined that the district does not have the capacity to implement the identified improvement priorities. Very little, to no action, was taken by the district to address the improvement priorities in the previous District Diagnostic Review. The Review Team's findings indicate a vast disconnect between the district office and schools in terms of support required to ensure that all students' needs are being met.

I am pleased that under your leadership, the district has been through several other audits (e.g., Exceptional Children, Career and Technical Education, English as a Second Language, and Curriculum). It is my understanding that the district plans to take the findings from the audits as well as the improvement priorities from the diagnostic review to help reorganize district supports to increase student achievement and close the achievement gaps. It is vital that the district incorporate all of the audit findings and the improvement priorities into its Comprehensive District Improvement Plan. Also, a monitoring system must be created to ensure that the district is implementing the district improvement plan with fidelity in order to meet the needs of all Fayette County students.

Your leadership is crucial in making sure that systems are put into place to remedy the deficiencies cited in the report, as well as any others that are found in the other district initiated audits. This will be no small task, but one that will prove to move the district forward for all students. We stand ready to continue our assistance from the state level. Another District Diagnostic Review will be conducted in one year at no cost to the district to assist you in these efforts.

Sincerely,



Stephen L. Pruitt, Ph.D.
Commissioner of Education

Report of the Diagnostic Review Team for Fayette County

1126 Russell Cave Rd
Lexington
KY 40505
US

Emmanuel Caulk
Superintendent

Date: March 13, 2016 - March 16, 2016



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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

Fayette County Public Schools hosted a Diagnostic Review on March 13-16, 2016. The on-site review involved a nine member Team who provided their knowledge, skills and expertise for carrying out the Diagnostic Review process and developing this written report of their findings. This was the district's third Diagnostic Review in three years. The first was conducted February, 2014 and the second Diagnostic Review was conducted March 15, 2015.

Concurrent to the Diagnostic Review, the Kentucky Department of Education conducted an "Internal Review"

at Bryan Station High School (a one-day visit to focus on teaching and assessing for learning).

During the Diagnostic Review Team meeting on Sunday, March 13, 2016, the superintendent and leadership staff presented a district overview. The Diagnostic Review Team conducted interviews with key district staff and reviewed documents and artifacts supplied as evidence by the district on Monday, March 14, 2016. In conjunction with a team from the Kentucky Department of Education, the Diagnostic Review Team conducted classroom observations at Bryan Station High School on Tuesday, March 15, 2016. In the afternoon the Team worked at the central office and conducted additional district staff interviews and completed a review of all evidence provided by the district. In addition, the Team met Monday and Tuesday evenings to review data from interviews, observations, and document reviews and to identify and write Improvement Priorities. The Team convened at the district office on Wednesday, March 16, 2016, to compile findings and prepare the final report.

The Diagnostic Review Team expresses its appreciation to the staff and stakeholders of Fayette County Public Schools for their commitment to the Diagnostic Review intent and process. District staff were well prepared and responded graciously and promptly to the Team's requests for information. The Team was warmly welcomed throughout the on-site review.

Prior to the start of the Diagnostic Review, the Team engaged in a conference call and various communications through emails to complete the initial intensive study, review and analysis of supporting documents provided by the district. The Lead Evaluator conducted conference calls with the key leaders of the institution. District leaders planned and conducted the Internal Review with candor and attention to detail. District leaders provided evidence to support Indicator ratings and the narrative summary. The comprehensive Internal Review engaged a range of stakeholder groups and was completed and submitted for review by the Diagnostic Review Team in a timely manner.

A total of 59 stakeholders were interviewed, and 46 classrooms were observed during the Diagnostic Review. Throughout the Diagnostic Review, district and school leaders and staff members were candid and thoughtful in their reflections and comments in discussing their continuous improvement progress in the Fayette County Public Schools.

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

Stakeholder Interviewed	Number
Superintendents	1
Board Members	4
Administrators	36
Parents/Community/Business Leaders	18
Total	59

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

Results

Teaching and Learning Impact

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

A high-quality and effective educational system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics that include strong communication skills, knowledge of content, and knowledge of how to teach the content. The institution's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis, and Printy (2002), staff members who engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective institutions "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found that a successful institution implements a curriculum based on clear and measurable expectations for student learning. The curriculum provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Institutions with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six

key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making, (2) establishing a culture of data use and continuous improvement, (3) investing in an information management system, (4) selecting the right data, (5) building institutional capacity for data-driven decision making, and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision-making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

Through ongoing evaluation of educational institutions, AdvancED has found that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 3 - Teaching and Assessing for Learning

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

Indicator	Description	Review Team Score
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	1.22
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	1.33
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.11
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1.00
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	1.22
3.6	Teachers implement the system's instructional process in support of student learning.	1.11
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	1.22
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	1.78
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	1.44

Indicator	Description	Review Team Score
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	1.11
3.11	All staff members participate in a continuous program of professional learning.	1.11
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	1.22

Standard 5 - Using Results for Continuous Improvement

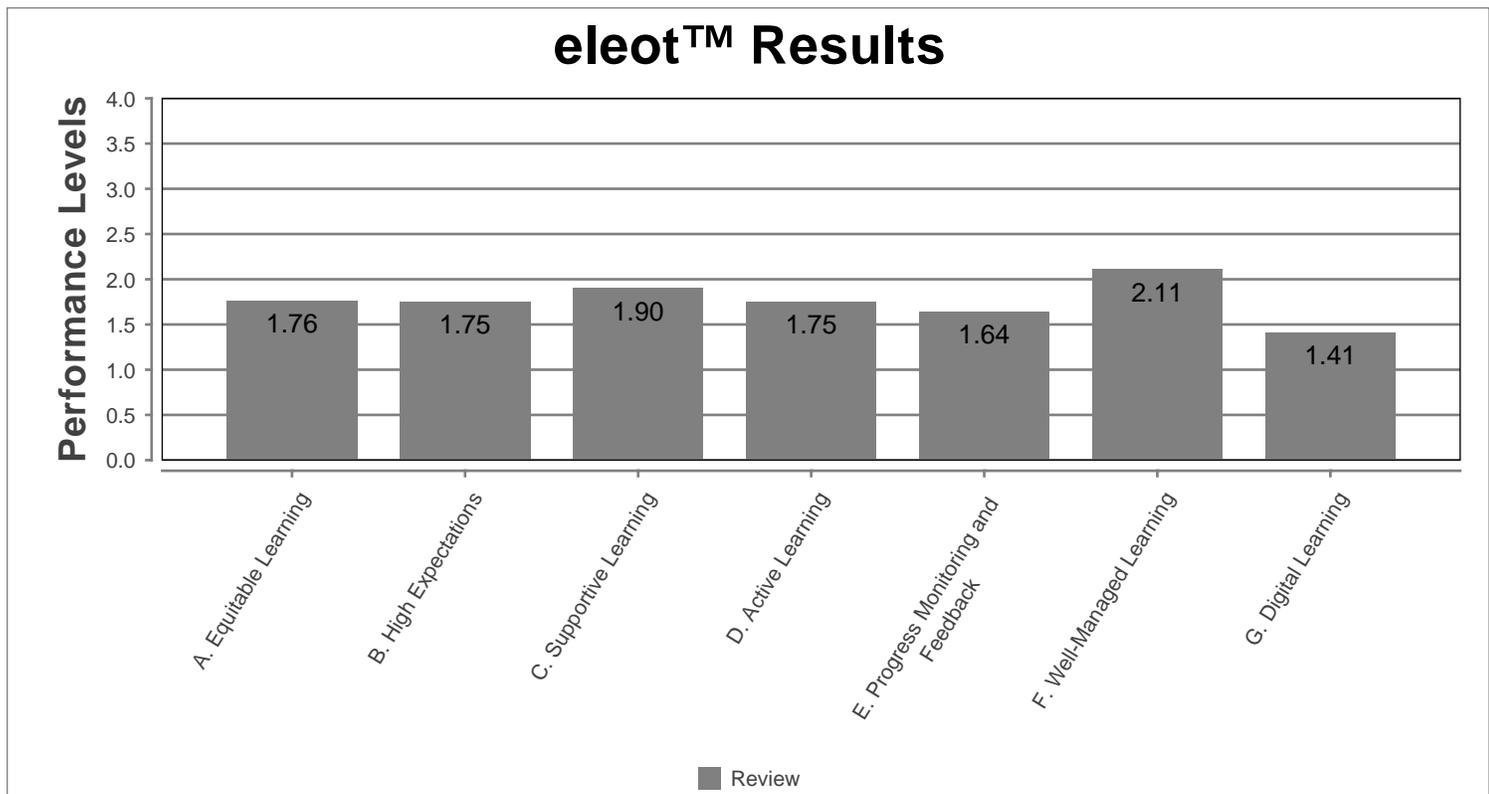
The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

Indicator	Description	Review Team Score
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	1.11
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	1.11
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	1.22
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	1.00
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	1.11

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, along with the Kentucky Department of Education Team, conducted 46 classroom observations in all available core content classes using the Effective Learning Environments Observation Tool (eleot™) at Bryan Station High School. The overall ratings ranged from 1.41 to 2.11 on a four-point scale. The highest rated was the Well-Managed Learning Environment and the lowest rated was the Digital Learning Environment. The Well-Management Learning Environment ratings from the Team aligned with the district-reported progress designed to improve behavior at Bryan Station High School.

The lowest rated Learning Environments strongly correlated with the curriculum, instructional practices and the effective use of data to modify classroom instruction. Classroom observation data correlates with and supports the need for the four Improvement Priorities in the Teaching and Learning section of this report.

The Equitable Learning Environment received an overall rating of 1.76 on a four-point scale. It was evident/very evident in only 48 percent of the classrooms, for example, that students had "equal access to classroom discussions, activities, resources, technology and support" (A2). It also was evident/very evident in 37 percent of the classrooms that students knew that "rules, consequences were fair, clear, and consistently applied" (A3), suggesting that in over 60 percent of the classrooms observers could not confirm this important condition. While it was apparent that staff members had worked to develop an atmosphere of positive student behavior, classroom observation data revealed the need to continue these efforts.

In 13 percent of the classrooms it was evident/very evident that students had "differentiated learning opportunities and activities that met his/her needs" (A1). Most of the classroom instruction tended to be teacher-centric and was a "one size fits all" approach. Differentiated instruction is a powerful strategy that can help teachers address the academic needs of students. The need to increase differentiated learning opportunities for students was addressed in three of the Improvement Priorities related to classroom instruction.

The High Expectations Learning Environment received an overall rating of 1.75 on a four-point scale. It was evident/very evident in 22 percent of the classrooms that students were "tasked with activities and learning that were challenging but attainable" (B2). It was evident/very evident in 24 percent of the classrooms that students "worked to meet the high expectations established by the teacher" (B1).

It was evident/very evident in only two percent of the classrooms that students were provided "exemplars of high quality work" (B3). This proves to be a major leverage opportunity for the staff at the school. All five items in the High Expectations Learning Environment directly relate to AdvancED Standards Indicators 3.1 - 3.6. These observation data support the Improvement Priorities in this report that specifically addressed Indicators 3.2, 3.3., 3.4 and 3.6.

The Supportive Learning Environment received an overall rating of 1.90 on a four-point scale. It was evident/very evident in 35 percent of the classrooms that students "demonstrated or expressed that learning experiences were positive" (C1). It was evident/very evident in only 13 percent of the classrooms that students "took risks in learning without fear of negative feedback" (C3). Additionally, instances of students being "provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs" (C5) was evident/very evident in only two percent of the classrooms, which supports the findings that limited instances of differentiated learning activities were observed. The ratings also underscored the need for classroom supervision and monitoring of classroom instructional strategies to assist teachers in developing the effective use of these learning environments.

The Active Learning Environment received an overall rating of 1.75 on a four-point scale. It was evident/very

evident in 15 percent of the classrooms that the students were "actively engaged in the learning activities" (D3). It was evident/very evident in 13 percent of the classrooms that students had "several opportunities to engage in discussions with the teacher and other students" (D1). These ratings matched anecdotal rater comments that most of the instruction was teacher-led and that few instances of active student participation occurred.

The Progress Monitoring and Feedback Learning Environment received an overall rating of 1.64 on a four-point scale. It was evident/very evident in 15 percent of the classrooms that students had "opportunities to revise/improve work based on feedback" (E5). It was evident/very evident in 11 percent of the classrooms that students were "asked and/or quizzed about individual progress/learning" (E1). These low ratings illustrate the lack of consistent and frequent formative assessment practices across classrooms. These findings correlated with AdvancED Standard Indicators 5.1 - 5.3, which address the components of a comprehensive assessment system and with Standard Indicator 3.2 that was an Improvement Priority carried forward from the prior Diagnostic Review in March, 2015.

The Well-Managed Learning Environment received an overall rating of 2.11 on a four-point scale. It was evident/very evident in 54 percent of the classrooms that students spoke and interacted "respectfully with teachers and peers" (F1). Additionally, instances of students following classroom rules (F2) were evident/very evident in 41 percent of the classrooms.

It was evident/very evident in just seven percent of the classrooms that the students "collaborated with other students during student-centered activities" (F4), suggesting a need to infuse more student participation and student-centered learning activities into daily instruction.

The Digital Learning Environment received an overall rating of 1.41 on a four-point scale. It was evident/very evident in 20 percent of the classrooms that the students used "digital tools/technology to gather, evaluate and/or use information for learning" (G1). It was evident/very evident in nine percent of the classrooms that the students used "digital tools/technology to communicate and work collaboratively for learning" (G3). Anecdotal comments by observers highlighted the low frequency of students using technology for learning.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.43	Has differentiated learning opportunities and activities that meet her/his needs	2.17%	10.87%	15.22%	71.74%
2.	2.37	Has equal access to classroom discussions, activities, resources, technology, and support	2.17%	45.65%	39.13%	13.04%
3.	2.11	Knows that rules and consequences are fair, clear, and consistently applied	4.35%	32.61%	32.61%	30.43%
4.	1.13	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	0.00%	2.17%	8.70%	89.13%
Overall rating on a 4 point scale: 1.76						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.02	Knows and strives to meet the high expectations established by the teacher	4.35%	19.57%	50.00%	26.09%
2.	2.04	Is tasked with activities and learning that are challenging but attainable	6.52%	15.22%	54.35%	23.91%
3.	1.20	Is provided exemplars of high quality work	0.00%	2.17%	15.22%	82.61%
4.	1.83	Is engaged in rigorous coursework, discussions, and/or tasks	4.35%	8.70%	52.17%	34.78%
5.	1.65	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	2.17%	8.70%	41.30%	47.83%
Overall rating on a 4 point scale: 1.75						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.15	Demonstrates or expresses that learning experiences are positive	4.35%	30.43%	41.30%	23.91%
2.	2.09	Demonstrates positive attitude about the classroom and learning	4.35%	26.09%	43.48%	26.09%
3.	1.72	Takes risks in learning (without fear of negative feedback)	0.00%	13.04%	45.65%	41.30%
4.	2.09	Is provided support and assistance to understand content and accomplish tasks	4.35%	15.22%	65.22%	15.22%
5.	1.46	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	2.17%	0.00%	39.13%	58.70%
Overall rating on a 4 point scale: 1.90						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.78	Has several opportunities to engage in discussions with teacher and other students	2.17%	10.87%	50.00%	36.96%
2.	1.59	Makes connections from content to real-life experiences	2.17%	13.04%	26.09%	58.70%
3.	1.87	Is actively engaged in the learning activities	2.17%	13.04%	54.35%	30.43%
Overall rating on a 4 point scale: 1.75						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.61	Is asked and/or quizzed about individual progress/learning	2.17%	8.70%	36.96%	52.17%
2.	1.74	Responds to teacher feedback to improve understanding	0.00%	8.70%	56.52%	34.78%
3.	1.80	Demonstrates or verbalizes understanding of the lesson/content	0.00%	4.35%	71.74%	23.91%
4.	1.41	Understands how her/his work is assessed	2.17%	4.35%	26.09%	67.39%
5.	1.65	Has opportunities to revise/improve work based on feedback	2.17%	13.04%	32.61%	52.17%
Overall rating on a 4 point scale: 1.64						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.57	Speaks and interacts respectfully with teacher(s) and peers	13.04%	41.30%	34.78%	10.87%
2.	2.37	Follows classroom rules and works well with others	10.87%	30.43%	43.48%	15.22%
3.	1.93	Transitions smoothly and efficiently to activities	4.35%	26.09%	28.26%	41.30%
4.	1.39	Collaborates with other students during student-centered activities	0.00%	6.52%	26.09%	67.39%
5.	2.28	Knows classroom routines, behavioral expectations and consequences	10.87%	30.43%	34.78%	23.91%
Overall rating on a 4 point scale: 2.11						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.52	Uses digital tools/technology to gather, evaluate, and/or use information for learning	4.35%	15.22%	8.70%	71.74%
2.	1.43	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	4.35%	13.04%	4.35%	78.26%
3.	1.26	Uses digital tools/technology to communicate and work collaboratively for learning	2.17%	6.52%	6.52%	84.78%
Overall rating on a 4 point scale: 1.41						

Findings

Improvement Priority

Develop and implement a districtwide instructional process that ensures students are 1) clearly informed of learning expectations and standards of performance, 2) provided exemplars of high quality work, 3) assessed formatively (e.g., assessment elicits data to make differentiated instructional and learning strategy adjustments) and 4) provided specific and timely feedback about their learning. Ensure the process is monitored for effectiveness during regular and systematic classroom observations.

(Indicator 3.6)

Primary Indicator

Indicator 3.6

Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in the attachments of this report, revealed a decrease in performance from 2014 and 2015 that was significantly below the state average. The percentage of students meeting benchmark levels on the ACT declined in all content areas from 2013-2014 to 2014-2015. The percentage of students meeting benchmark levels on the ACT was below the state average in all areas. Math had the lowest number of students meeting benchmark levels on the ACT with only 25 percent in 2014-2015.

Classroom Observation Data:

Classroom observations, as detailed in the Teaching and Learning Impact section of this report, revealed little use of instructional practices that clearly informed students of learning expectations. It was evident/very

evident in 24 percent of the classrooms that students knew and strove to meet the high expectations of the teacher. It was evident/very evident in 11 percent of classrooms that students were asked and/or quizzed about individual progress/learning. Instances in which students were provided exemplars of high quality work were evident/very evident in two percent of classrooms.

Stakeholder Survey Data:

Fifty-eight percent of staff agreed/strongly agreed with the statement, "All teachers in our school use a process to inform students of their learning expectations and standards of performance," suggesting that a significant percentage of the staff disagreed or were uncertain as to the existence of this effective practice. Forty-nine percent of staff indicated that they agreed/strongly agreed with the statement, "All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum." Fifty-eight percent of students indicated that they agreed/strongly agreed with the statement, "All of my teachers explain their expectations for learning and behavior so I can be successful," suggesting that 42 percent of students could not confirm that this highly effective condition existed across the school.

Stakeholder Interviews:

Administrators were consistently unable to define or explain the district's instructional process. Some administrators assigned to support Partnership Zone and Point of Contact schools indicated that the instructional process was dependent on the individual school and the strength of the school's leadership. Curriculum maps, common assessments and assignments were developed for English/Language Arts (ELA), math, and science in grades K-8 and posted on the district and school websites. Administrators indicated an expectation to use the documents, however no process was in place to monitor the implementation of the curriculum document.

Documents and artifacts:

Reviews of curriculum maps, pacing guides, common assessments, common assignments, professional development plans and survey results revealed no defined written expectations, monitoring or support for the implementation of a district wide instructional process. In the May 14, 2015 letter to the FCPS School Board Chair from the Kentucky Commissioner of Education, it was noted that the March, 2015 review had previously identified the need for a district wide instructional plan. The district's current Self Assessment highlighted future plans to create "clear monitoring procedures," to use "all data...to improve professional practice and plan at the district level," to "communicate documents and proper use to school staffs" and to "determine what instructional materials the district will support."

This Improvement Priority was originally developed in the March, 2015 Diagnostic Review and is referred to as Improvement Priority 6 in the Leadership Assessment Addendum attached to this report. The district rated its progress as "partially addressed." The Diagnostic Review Team rated it as "There is little or no evidence that this Improvement Priority has been addressed."

The district has begun work on the Novice Reduction Pilot in partnership with KDE. The 30-60-90-day Big Rock #1 Standards Curriculum/Instruction progress summaries highlighted the introduction of the Novice Reduction Plan, the identification of curriculum work group chairs, communication plans with principals and staff, development of timelines and various projected meetings.

The district offered as primary evidence of the development of a district wide instructional process its Comprehensive District Improvement Plan (CDIP). A thorough review of the CDIP revealed that it contained six major goals, six objectives, 21 strategies and 73 activities. There was no clear statement as to how all of these strategies and activities were going to be coordinated to implement a district wide instructional process that ensured students 1) are clearly informed of learning expectations and standards of performance, 2) are provided exemplars of high quality work, 3) are assessed formatively (e.g., assessment elicits data for teachers and students to make differentiated instructional and learning strategy adjustments) in order to fully engage students as stakeholders in their learning, and 4) are provided specific and timely feedback about their learning.

Improvement Priority

Develop and implement a systemic and systematic plan and process to monitor and adjust curriculum, instruction and assessment based on student performance data. Ensure the process aligns with the purpose and direction of the district's goals for student achievement.

(Indicator 3.2)

Primary Indicator

Indicator 3.2

Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in the attachments in this report, indicated that in 2014-2015 there was a decrease in performance scores and the scores were significantly below state averages. The 2015 performance results indicated a 20 percent decrease in proficient/distinguished levels in math. Data review supports that the district has not been effective in developing district-wide instructional processes that ensures that curriculum, instruction and assessment are monitored and adjusted systematically based on student performance data.

Classroom Observation Data:

Classroom observations, as detailed in the eleot™ section of this report, revealed little evidence that curriculum, instruction, and assessment were monitored and adjusted systematically based on data from multiple assessments of student learning. It was evident/very evident in 11 percent of classrooms that students were asked questions that required higher order thinking skills. It was evident/very evident in 11 percent of classrooms that students were asked and/or quizzed about individual progress/learning. This low frequency of questioning strategies supported the need to increase the use of formative instruction and assessment

strategies as part of a system plan.

Stakeholder Survey Data:

Fifty-three percent of parents agreed/strongly agreed with the statement, "My child is given multiple assessments to measure his/her understanding of what was taught." Similarly, fifty percent of teachers agreed/strongly agreed with the statement, "All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice," suggesting that half of the staff are ambivalent or uncertain as to the existence of this effective practice.

Stakeholder Interviews:

Central office personnel were unable to articulate how the district had developed and implemented an ongoing district-wide process to ensure that curriculum, instruction, and assessment were monitored and adjusted systemically. Many staff noted that individual schools typically determined their own curriculum development and monitoring plan and processes. District processes were described as "available" if the schools wanted to use them, however, their use was not mandatory.

Several staff stated that the district had developed curriculum maps and pacing guides at the elementary and middle school level. These documents have been uploaded onto the district website and icons have been placed on every teacher's computer. Some common assessments have also been created. Surveys about curriculum maps and pacing guides were administered to a small population of teachers. However, many interviewees confirmed that there was no schedule for when or how the assessment results were to be reported to the district staff. There was also no clear process as to what would be done with the data.

Interviews with the central office staff further revealed that there was no continuous improvement process in place to monitor and adjust curriculum, instruction and assessment. There was no systematic, collaborative process in place to ensure alignment each time curriculum, instruction and/or assessments were reviewed or revised. Master teachers reportedly created maps and guides, however, this was not a collaborative process.

Documents and artifacts:

Review of the district's 30-60-90-day plans, curriculum maps, pacing guides, common assessments and surveys revealed that the district had neither developed nor implemented an ongoing district wide process that ensured that curriculum, instruction, and assessment were monitored and adjusted systemically. The recent work of district staff as evidenced in the newly developed Instructional Plan indicated significant intent to develop and implement district wide processes, however, much implementation work remains to be done. The 30-60-90-day plans were offered as evidence that was developed from the district's participation in a Novice Reduction Pilot program designed to reduce the number of learners scoring at the novice level on state mandated assessments.

A significant outcome of the initial work on the Novice Reduction Pilot was the district's identification and development of three "Big Rocks."

Big Rock #1 was described by the district staff as having been developed to address issues related to standards, curriculum and instruction. This strategy is directly related to this Improvement Priority.

Big Rock #2 was described by the district staff as having been developed to address issues related to continuous improvement and assessment. This strategy is directly related to this Improvement Priority.

Big Rock # 3 was described by the district as having been developed to address issues related to learning, culture and environment. This strategy is indirectly related to this Improvement Priority, however, all six Improvement Priorities are important pieces of developing an effective learning culture and environment throughout the district, and therefore it is included here.

In a May 14, 2015 letter to the FCPS School Board Chair from the Kentucky Commissioner of Education it was noted that a number of concerns regarding the district's support of Bryan Station High School had been previously identified (February, 2014) and that many of these concerns remained a year later (March, 2015). One concern noted was "The District does not have a district-wide instructional plan." This is still true.

This Improvement Priority was originally developed in the March, 2015 Diagnostic Review and is referred to as Improvement Priority 1 in the Leadership Assessment Addendum attached to this report. The district rated its progress as "partially addressed" and the Diagnostic Review Team concurred.

Improvement Priority

Develop, implement and continuously evaluate the effectiveness of a comprehensive student assessment system that generates data and information from multiple assessment measures. Ensure these measures include locally developed and standardized assessments of student learning. Ensure all personnel use data to design, implement and evaluate continuous improvement plans to improve instruction and student learning and to determine the effectiveness of all programs that support student learning. Ensure all professional and support staff members are regularly and systematically trained and can implement a rigorous, individualized professional development program related to the evaluation, interpretation and use of data.

(Indicator 5.1, Indicator 5.2, Indicator 5.3)

Primary Indicator

Indicator 5.1

Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in the attachments of this report, shows that student performance results on standardized tests have not been used effectively to improve student performance outcomes. The percentage of students scoring at the proficient/distinguished levels were below the state average for the last

three years in EOC/K-PREP assessed content areas. There was a decline in the number of students scoring proficient/distinguished in English II, Algebra II, Biology, and US History from 2013-2015 to 2014-2015. Algebra II has the lowest number of students scoring at the proficient/distinguished levels (17.2 percent) during 2014-2015.

Stakeholder Survey Data:

Stakeholder feedback indicated 62 percent of staff agreed/strongly agreed, "Our school uses multiple assessment measures to determine student learning and school performance." Fifty-two percent of staff agreed/strongly agreed, "Our school employs consistent assessment measures across classrooms and courses." Fifty-two percent of staff agreed/strongly agreed, "Our school has a systematic process for collecting, analyzing, and using data", suggesting that a significant number of staff, nearly half, disagreed or were uncertain as to the existence of a clearly defined and comprehensive assessment plan. Forty percent of staff agreed/strongly agreed, "Our school ensures all staff members are trained in the evaluation, interpretation, and use of data", suggesting that the majority of staff, 60 percent, have not been trained in the evaluation, interpretation and use of data.

Stakeholder Interviews:

District staff indicated that the district had recently identified two progress monitoring assessment tools and they have begun to use these tools in some K-8 classrooms. However, implementation even within K-8 classrooms was described as inconsistent because use of these tools was optional for schools; thus, data existed only for a small number of schools. For common assessments in particular, conversations with district staff indicated that curriculum maps, pacing guides and common assessments have become available to K-8 teachers just recently (January/February 2016). One administrator summed it up succinctly in stating, "We don't have a system right now so we began with identifying the tools we used." Another stated, ""We have a ton of data but we don't review it as we should."

Documents and artifacts:

In the May 14, 2015 letter to the FCPS School Board Chair from the Kentucky Commissioner of Education, it was noted that the March, 2015 review had previously identified the need for a "comprehensive data system that is used for decision making at all levels, including instruction and student achievement." It was also noted that the "district does not have a process for monitoring effectiveness of department work, nor collaboration within and between departments regarding programs, processes, recommendations, etc." There was no documentation offered to support that these needs have been systematically addressed in the past year.

This Improvement Priority was originally developed in the March, 2015 Diagnostic Review and is referred to as Improvement Priority 3 in the Leadership Assessment Addendum attached to this report. The district rated its progress as "partially addressed." The Diagnostic Review Team rated it as "There is little or no evidence that this Improvement Priority has been addressed." Document reviews and interviews indicated that the district is in the beginning stages of creating a comprehensive assessment plan. There was no evidence to show that

any type of systemic data analysis had taken place at this point that effectively addressed classroom instruction. Interviews and observations both revealed that common assessments had not been implemented. The district has begun using its Team Initiated Problem Solving (TIPS) protocol for teams to analyze data and create next steps for improvement in student achievement with the Partnership Zone and Multi-Tiered Systems of Support.

The district reported in its evidence overview for Standard 5 that "A turnover and continuing vacancy in staff at the district level impeded implementation; thus, adjustments to administration of the test and interpretation and analysis of the data that these tools are generating are still being made."

The district summarized its progress as: "The practices identified in Standard 5 are expected to yield high results over time; however, the process of change is in the implementation stage. Identified areas of need are:

- Continuing support of data analysis for continuous improvement by district leadership
- Hiring a director of data, planning and program evaluation to oversee implementation
- Clearly written processes for analyzing assessment and data practices: use to improve student learning
- Time to implement practices with fidelity
- Close monitoring and adjustment of practices based on analysis of data
- Additional resources allocated to support schools in the Partnership Zone "

Improvement Priority

Implement and evaluate a systemic process for school and district leaders to monitor the effectiveness of classroom instructional practices (e.g., regular collection of walkthrough data, review of unit/lesson plans, examination of standardized and local assessment data, review of student work) and ensure teachers are provided with immediate feedback and support to address the learning needs of all students.

(Indicator 2.6, Indicator 3.4)

Primary Indicator

Indicator 3.4

Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in the attachments of this report, showed that instructional strategies have not improved and positively impacted student learning. Although Bryan Station High School met its annual measurable objective (AMO) in 2014-2015, it did not meet its Graduation Rate Goal in 2013-2014 or 2014-2015. The percentage of students scoring at the proficient/distinguished levels was below the state average for the last three years in End of Course/Kentucky-Performance Rating for Educational Progress (EOC/K-PREP) assessed content areas. There was a decline in the number of students scoring proficient/distinguished in English II, Algebra II, Biology, and U.S. History from 2013-2014 to 2014-2015. Algebra II had the lowest number of students scoring at the proficient/distinguished levels (17.2 percent) during 2014-2015.

Classroom Observation Data:

Classroom observation data, as detailed in the Teaching and Learning Impact section of this report, indicated that Bryan Station High School does not consistently implement high-yield instructional strategies across content areas and grade levels. Observers noted that in only 13 percent of classrooms that teachers provided students with differentiated learning opportunities and activities and instances of students being provided additional/alternative instruction and feedback at the appropriate level of challenge for student needs were evident/very evident in two percent of classrooms. Additionally, instances of students being provided exemplars were evident/very evident in only two percent of classrooms. Furthermore, in only 13 percent of classrooms was it evident/very evident that students engaged in rigorous coursework, discussion, and/or tasks. It was evident/very evident that students were tasked with activities and learning that were challenging but attainable in 22 percent of classrooms. It was evident/very evident in 15 percent of classrooms that students were actively engaged in learning activities, and in 15 percent of the classrooms it was evident/very evident that students participated in activities, which made connections to real-life experiences.

Stakeholder Survey Data:

Stakeholder survey data indicated 66 percent of staff agreed/strongly agreed with the statement, "Our school's purpose statement is based on shared values and beliefs that guide decision-making." Sixty-nine percent of staff agreed/strongly agreed with the statement, "Our school's leaders hold all staff members accountable for student learning." Sixty-five percent of staff agreed/strongly agreed with the statement, "Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning." Fifty-two percent of staff agreed/strongly agreed with the statement, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning."

Stakeholder Interviews:

Interview data revealed that plans were being made and discussions were occurring regarding the creation of a system to monitor and support school-wide classroom instructional practices. However, the district had not established the requisite monitoring and feedback plan and strategies. Several district and school staff members stated that a classroom observation walkthrough schedule had been created, and some walkthroughs had occurred in some schools. Walkthrough data had not been reviewed and the feedback had not been shared at the classroom level. Several district staff members stated that most of the district initiatives were optional at the school level. District and school level staff members generally indicated that common assessments, unit lessons and pacing guides had been created; however, implementation had not occurred.

Documents and artifacts:

A review of the Novice Reduction Plan did not reveal the existence of a districtwide process for implementing and monitoring classroom instructional practices. A review of meeting agendas and minutes, training topics and sign-in sheets, protocols, walkthrough schedules and curriculum documents (pacing guides, curriculum

maps and common assessments) did not reveal a districtwide process for monitoring classroom instruction.

This Improvement Priority was originally included in the March, 2015, Diagnostic Review Report and is referred to as Improvement Priority 2 in the Leadership Assessment Addendum attached to this report. The district rated its progress as "partially addressed" and the Diagnostic Review Team concurred. The Team's review of artifacts and evidence indicated that the district had initiated a walkthrough process to monitor instructional practices. The district had purchased the eleot™, trained staff and scheduled eleot™ walkthroughs. Due to the recentness of the implementation of these walkthroughs (February, 2016), no evidence existed to show that data were regularly and effectively used to monitor and support improvements in instructional practice. In addition, the Team found no evidence to show that teachers had received feedback that would enhance instruction.

Leadership Capacity

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

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

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

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of educational institution leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and their practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED's experience, gained through evaluation of best practices, has indicated that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 1 - Purpose and Direction

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

Indicator	Description	Review Team Score
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	1.56
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	1.11
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	1.11
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	1.00

Standard 2 - Governance and Leadership

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

Indicator	Description	Review Team Score
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	1.78
2.2	The governing body operates responsibly and functions effectively.	2.00
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	2.33
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	1.33
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	2.22
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	1.33

Findings

Improvement Priority

Create and implement guiding documents (e.g., policies, procedures, plans, protocols) that clearly establish expectations for individual schools to systematically review, revise and communicate a school purpose and direction for improvement in student achievement that commits to high expectations for learning. Ensure that these processes include clear timelines for implementation and are inclusive of all stakeholder groups.

(Indicator 1.2)

Primary Indicator

Indicator 1.2

Evidence and Rationale

Student Performance Data:

Although Bryan Station High School achieved the milestone of exiting Priority Status, a review of the Next Generation Learners achievement data revealed regression from an overall score of 57.4 in school year 2013-14 to 55.2 for school year 2014-2015.

Stakeholder Survey Data:

The new superintendent's core values statements include "foster collaborative family partnerships," and "families are our partners." There was no survey evidence of this value being operationalized across all schools, and particularly at Bryan Station High School. Survey data revealed that district expectations, supports, and monitoring have been ineffective in ensuring that the Bryan Station High School engaged its stakeholders in a collaborative process to establish and effectively communicate a purpose and direction for improving student success.

In 2014, seventy-two percent of parents agreed/strongly agreed with the statement, "Our school's purpose statement is clearly focused on student success." The fall, 2015 parent survey was essentially unchanged with 69 percent who agreed/strongly agreed with the statement.

In the fall, 2014, 52 percent of parents agreed/strongly agreed with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from parents." The fall, 2015 parent survey was essentially unchanged with 50 percent who agreed/strongly agreed with this statement.

In the fall, 2014, 66 percent of teachers agreed/strongly agreed with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from stakeholders." The fall, 2015 teacher survey regressed to 53 percent who agreed/strongly agreed.

In the fall, 2014, 67 percent of teachers agreed/strongly agreed with the statement, "Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body." The fall, 2015 teacher survey was essentially unchanged with 65 percent who agreed/strongly agreed with the

statement.

Stakeholder Interviews:

When asked about how the district "established expectations for individual schools to systematically engage in a process to review, revise and communicate a school purpose and direction for improvement in student achievement that commits to high expectations for learning," the following answers were provided.

"Schools historically have been free agents."

"Schools do not know necessary practices well enough to articulate them."

"We've had to examine - is it really all about kids?"

"No real direction from CO."

The projected release in April, 2016 of the Superintendent's Entry Plan is anticipated to be informed by data from five external community listening sessions as well as internal deliberations. The future purpose of the district, as articulated through the Entry Plan, will be influenced by multiple stakeholder groups to ensure student success. As such, the Diagnostic Review Team infers from multiple interviews with district staff that this process will be inclusive and comprehensive.

Documents and artifacts:

Although the Comprehensive District Improvement Plan (CDIP) contains aspirational goals for moving more students to proficiency, there was no evidence offered of coordination with each school on how their individual Comprehensive School Improvement Plan (CSIP) related to the larger goals stated in the CDIP. One operational goal stated, "School Leadership Team reviews preliminary assessment data, communicates school instructional focus and goals to all shareholders and prepares school GAP plan (doc: "Comprehensive School Improvement Plan Outline and Deadline Cycle)." However, there was no evidence from documents of a systemic process for dissemination of a timely project plan with each school to support and promulgate the individual school's message of purpose vis-a-vis the CSIP. For example, there was evidence of one Focus School meeting with central office staff to review and communicate school purpose (doc: Dec 15.15 CSIP Review Agenda); however, interviews determined that the original intention of a school wide CSIP working session was to allow time away from the building for CSIP authors with little intentional direction. Finally, there was no evidence of central office staff in building capacity, or establishing expectations, for schools to broaden their stakeholder engagement around both the CDIP and CSIP.

In the May 14, 2015 letter to the FCPS School Board Chair from the Kentucky Commissioner of Education, it was noted that the March, 2015 review had previously identified that:

"The district does not have systems/processes that ensure continuous improvement, beginning with a process to communicate a purpose for the district."

"No accountability exists for building leaders."

This Improvement Priority was originally developed in the March, 2015 Diagnostic Review and is referred to as Improvement Priority 4 in the Leadership Assessment Addendum attached to this report. The district rated its progress as "partially addressed." The Diagnostic Review Team rated it as "There is little or no evidence that this Improvement Priority has been addressed."

The district submitted little evidence of having addressed this Improvement Priority. There was a process for community engagement, and external audits had been commissioned to inform the Superintendent's Entry Plan, however, there was no evidence offered to support a clear direction and procedures to engage all schools in communicating their purpose as it relates to student success. The School Board signed a document titled "Standards of Practice," however, no documented evidence was provided to support that it was being internalized in the operation and beliefs of all board members as they engaged the community.

Improvement Priority

Develop and implement a process that shifts the values, beliefs and culture of leadership at all levels to a collaborative school system rather than a system of schools. The plan shall address, but not be limited to, how 1) system leadership and school level leadership will collaborate on developing a systemic process for improving student learning and the conditions that support learning, 2) all stakeholder groups will work collaboratively and consistently in meaningful ways to build and sustain ownership of the system's purpose, direction and activities, 3) comprehensive student and system performance data will be used to develop measurable performance targets that incorporate measurable objectives, strategies, activities, resources and timelines for achieving all improvement goals, and 4) system personnel will hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies.

(Indicator 1.4)

Primary Indicator

Indicator 1.4

Evidence and Rationale

Student Performance Data:

Student performance data as described in the attachments of this report, data did not suggest that the district has established highly effective improvement planning processes that yield consistent improvements in student achievement.

Stakeholder Survey Data:

Survey data does not reveal the existence of well-defined and systematic processes for using data to guide improvement planning across the school system. Stakeholder surveys revealed that 35 percent of parents agreed/strongly agreed with the statement, "All of my child's teachers work as a team to help my child learn." Additionally, 45 percent of parents agreed/strongly agreed with the statement, "Our school ensures that all staff members monitor and report the achievement of school goals." Over half of students agreed/strongly agreed with the statement, "In my school, teachers work together to improve student learning."

Stakeholder Interviews:

Interview data showed that district and school staff members reported the district had historically taken a "hands off" approach to the schools. One person described it as "We have 66 individual mini-districts." Several commented that considerable confusion existed as to the authority of the School-Based Decision Making (SBDM) Committees at each school. Many said that they had been told by their superiors that the role of the central office staff was to support the schools only if they wanted it. Other staff members said that the approach being used now is to offer programs and services to the schools and if they refuse then require the school to demonstrate how its processes are equally as effective as those offered by the district.

Documents and artifacts:

A review of a letter dated May 14, 2015, to the FCPS School Board Chair from the Kentucky Commissioner of Education, showed that the March, 2015 review had previously identified that the following: "The District does not have clearly defined roles and responsibilities of district leaders that allow empowerment to implement programs, processes, etc. No accountability exists for building leaders. The District departments function in isolation of each other. The District does not have comprehensive professional development plans for supporting the needs of teachers. The District does not have evidence of an understanding of the return on investment (time and money) for ensuring student success."

These areas all remain unaddressed in any significant manner. The district offered its CDIP and its Novice Reduction Plan as evidence of addressing this Indicator. Neither document addressed the fundamental leadership question in the district of "Are we a school system or a system (collection) of schools?"

Resource Utilization

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

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

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

Standard 4 - Resources and Support Systems

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

Indicator	Description	Review Team Score
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	1.78
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	2.11
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	2.22
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	1.89
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	2.11

Indicator	Description	Review Team Score
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	2.11
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	2.11
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	1.89

Conclusion

District leadership has begun to address the Improvement Priorities identified in the March, 2015 Diagnostic Review. During the summer of 2015, the district began its work on a Novice Reduction Pilot in partnership with the Kentucky Department of Education. District and school leadership collaborated to identify three main goals. From that work, 30-60-90 day plans were developed to strengthen the Key Core Work Processes and systems that the district needed in order to support its schools consistency and with fidelity. The three main goals ("Big Rocks") were described as the basis for the establishment of needed systems and processes. Big Rock #1 addressed "standards, curriculum and instruction." Big Rock #2 addressed "continuous improvement and assessment." Big Rock #3 addressed "learning, culture and environment." The district embraced its Novice Reduction Pilot partnership with KDE and made it the cornerstone of its academic improvement efforts. Additionally, district leadership clearly stated that they are working to accomplish two moral imperatives: 1) to move each and every student to proficiency, and 2) to take students who are already proficient and move them to global competency.

The Fayette County Public School Board of Education hired a new superintendent who began work August 3, 2016. Shortly afterwards unforeseen health issues necessitated an extended medical leave of absence. Since his return to service, he has been implementing his entry plan by gathering data and evidence from a number of sources and community stakeholders through a series of Community Listening Sessions. The superintendent has been establishing and modeling a systematic, inclusive and comprehensive approach to developing and communicating a system-wide purpose and direction. In his first email message to district staff, he outlined his five core values: 1) Students First, 2) Victory is in the Classroom, 3) Leadership, Capacity Building and Collaboration for Results are Keys to Success, 4) Families are our Partners, and 5) It Takes an Entire Community to Ensure the Success of Our Public Schools. The superintendent, in concert with the board, has commissioned program audits in the areas of English language learners, gifted and talented supports, special education and career and technical education.

The school board, by unanimous vote on October 26, 2015, approved a Standards of Practice document outlining 14 agreements that the Board drafted during a retreat with the superintendent. These statements defined a commitment to ensure that students in FCPS receive the best education possible. This document was offered as evidence of the Board's commitment to placing the interests of students above all others in the decision making process, upholding all laws, monitoring and updating policies as necessary to improve student achievement and maintaining an unwavering focus on the achievement of all students, regardless of race, class, ethnicity, gender, socio-economic status, special need or English language proficiency. The Board also recognized its role and responsibility in collaboration with the superintendent to increase student achievement and leave the day-to-day operation of the district to the superintendent and staff.

District leadership has initiated implementation of the Novice Reduction Plan. District staff have revised some curriculum documents and begun communication about this work to schools and the public. In order to monitor continuous improvement and assessment, a District Assessment Team (DAT) was developed. The team's charge is to create a balanced assessment program for the district. District leadership reviewed and revised the Multi-Tiered System of Support (MTSS), including but not limited to Response to Intervention (RtI). The

Positive Behavior Instructional Support System (PBIS) was fully implemented starting with a facilitated self-assessment at each school. All of these activities are evidence that the district is genuinely committed to improving the performance of its students.

The strengths and actions described above are all starting points for effectively addressing the six Improvement Priorities in this report.

The district still has much work to do in terms of developing well-defined and functional continuous improvement processes. In recent years, district leadership has operated in organizational silos. The Kentucky Commissioner of Education addressed many of these issues in a letter (May 14, 2015) to the Board chairman. The letter highlighted that many key issues identified in two previous Diagnostic Reviews had not been adequately addressed. The letter identified 13 significant deficiencies. Seven of these deficiencies are restated here as they highlight the issues still requiring significant action.

- 1) "The District does not have systems/processes that ensure continuous improvement beginning with a process to communicate a purpose for the district."
- 2) "The District does not have clearly defined roles and responsibilities of district leaders that allow empowerment to implement programs, processes, etc."
- 3) "No accountability exists for building leaders."
- 4) "The District does not have a process for monitoring effectiveness of department work, nor effective collaboration within and between departments regarding programs, processes, recommendations, etc."
- 5) "The District departments function in isolation of each other."
- 6) "The District does not have evidence of an understanding of the return on investment (time and money) for ensuring student success."
- 7) "The District has no communicated processes for ensuring students are prepared to succeed at the next level."

The fundamental issue that the district needs to address is how it defines its primary purpose and role. The question that summarizes the issue succinctly is "Are we a school system or a system of schools?" This question was stated repeatedly by many district leaders as the fundamental question that needed to be addressed. The history has been that district staff members have seen their primary purpose as being "available" if called upon by the schools, but not as the organization responsible for the success of the school and ultimately responsible for the success of all students. Several staff members described their organization as being a central office with 66 individual school systems. Nobody stated and no evidence was provided that indicated the district was functioning cohesively as a school system.

As a result of the lack of clear focus and direction in terms of primary purpose, there were no systemic continuous improvement processes in place. The six Improvement Priorities identified in this report are all related to the need to develop and implement system wide processes that include accountability measures at all levels of the system.

Improvement Priorities

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

- Create and implement guiding documents (e.g., policies, procedures, plans, protocols) that clearly establish expectations for individual schools to systematically review, revise and communicate a school purpose and direction for improvement in student achievement that commits to high expectations for learning. Ensure that these processes include clear timelines for implementation and are inclusive of all stakeholder groups.
- Develop and implement a districtwide instructional process that ensures students are 1) clearly informed of learning expectations and standards of performance, 2) provided exemplars of high quality work, 3) assessed formatively (e.g., assessment elicits data to make differentiated instructional and learning strategy adjustments) and 4) provided specific and timely feedback about their learning. Ensure the process is monitored for effectiveness during regular and systematic classroom observations.
- Develop and implement a process that shifts the values, beliefs and culture of leadership at all levels to a collaborative school system rather than a system of schools. The plan shall address, but not be limited to, how 1) system leadership and school level leadership will collaborate on developing a systemic process for improving student learning and the conditions that support learning, 2) all stakeholder groups will work collaboratively and consistently in meaningful ways to build and sustain ownership of the system's purpose, direction and activities, 3) comprehensive student and system performance data will be used to develop measurable performance targets that incorporate measurable objectives, strategies, activities, resources and timelines for achieving all improvement goals, and 4) system personnel will hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies.
- Develop and implement a systemic and systematic plan and process to monitor and adjust curriculum, instruction and assessment based on student performance data. Ensure the process aligns with the purpose and direction of the district's goals for student achievement.
- Develop, implement and continuously evaluate the effectiveness of a comprehensive student assessment system that generates data and information from multiple assessment measures. Ensure these measures include locally developed and standardized assessments of student learning. Ensure all personnel use data to design, implement and evaluate continuous improvement plans to improve instruction and student learning and to determine the effectiveness of all programs that support student learning. Ensure all professional and support staff members are regularly and systematically trained and can implement a rigorous, individualized professional development program related to the evaluation, interpretation and use of data.
- Implement and evaluate a systemic process for school and district leaders to monitor the effectiveness of classroom instructional practices (e.g., regular collection of walkthrough data, review of unit/lesson

plans, examination of standardized and local assessment data, review of student work) and ensure teachers are provided with immediate feedback and support to address the learning needs of all students.

Addenda

Team Roster

Member	Brief Biography
Dr. George W Griffin	<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. 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>
Ms. Leesa K. Moman	<p>Leesa Moman currently serves as an Educational Recovery Leader with the Kentucky Department of Education (KDE) providing support to identified focus school districts as they work to improve student academic performance. Her previous work included positions as a Highly Skilled Educator and Educational Recovery Director for KDE. Leesa also has work experiences in Daviess County Schools, KY as a special education teacher, special education consultant, principal, director of special education and assistant superintendent. She also currently serves as an adjunct professor at Western Kentucky University in Owensboro, KY.</p>
Mrs. Nickie A. Blackburn	<p>Nickie Blackburn currently serves as an Instructional Coach for the Carter County School District, where she works with teachers and students from Preschool through 12th grade. Mrs. Blackburn is in her thirteenth year in education, with twelve years of classroom experience. Previous to teaching, Nickie worked in the banking industry with positions as internal auditor, branch manager, and regional sales coordinator. She holds a BBA in Accounting, a Masters of Business Administration Degree with an emphasis in Economics, P - 5 Elementary Certification for Teaching, an Education Specialists Degree, and National Board Certification in Reading and Literacy.</p>
Jenny Knipp	<p>Jenny Knipp has taught 20 years at the middle school level and is currently an Instructional Coach for the Carter County School District. Mrs. Knipp holds a Master's Degree in Counseling and a Rank I in Instructional Supervision. She is currently working on her Education Specialist.</p>

Member	Brief Biography
<p>Ryan Montgomery</p>	<p>Currently, Ryan is an Educational Recovery Specialist for the middle and high schools of Dayton, Kentucky. This role builds on the transformation experience as Curriculum Specialist at Pulaski County High School, which the Leadership Team and staff took in three years from PLA status to consistently ranking among the top 2% of state academic rankings.</p> <p>Between 2010 and 2013, Ryan simultaneously maintained two to three high demand roles for the District of Columbia Public Schools (DCPS), serving as Manager of Academic Planning & Scheduling (APS), Manager of Credit Recovery, and Director (Interim) of the Office of College & Career Readiness. For leading teams to high-stakes system deliverables, Ryan was recognized as the CAO's Employee of the Month, and the APS team he recruited, hired, and passed along the great training he had received went on to be recognized as the first DCPS Team of the Year.</p> <p>Prior to administrative roles, Ryan was a high school Social Studies teacher, recognized as the 2007 Teacher of the Year at McKinley Technology High School, a STEM magnet transformation design in DCPS. Ryan began his career building on the success of his high school AP U.S. History teacher at his alma mater in Danville, Kentucky.</p>
<p>Mrs. Carla Jean Stith</p>	<p>Carla J. Stith currently serves as the Curriculum/Federal Funds Coordinator with the Mason County School System. In this role, she is responsible for curriculum and instruction, professional development, and federal programs. Mrs. Stith has over 22 years of experience in education where she has served in a number of roles including, two years as a special education collaboration teacher, nine years as a middle school math teacher, one year as Region 4 Mathematics Consultant, six years as assistant principal, and two years as the district Math Specialist.</p> <p>Carla holds a Bachelor of Arts in Middle Grades (5-8) Math Component and LBD (K-12) from Morehead State University, a Master of Arts in Education Administration from the University of Dayton, Master of Arts in School Administration from Morehead State University, and Master of Arts in Superintendent from Morehead State University.</p>
<p>Dr. Leslie R Taylor</p>	<p>Leslie Taylor currently is an Evaluation Research Specialist in the Data Management, Research, and Evaluation department at Jefferson County Public Schools (JCPS). Leslie came to JCPS after working in the Commissioner's Delivery Unit (CDU) at the Kentucky Department of Education as Lead Research Analyst. Prior to working on education research in Kentucky, Leslie worked for Human Resources Research Organization (HumRRO) as a Research Scientist to provide technical and research assistance to many state and local education agencies, including evaluations of state and district programs, curriculum and instruction, assessments, and policy through on-site school evaluations and validity studies. In addition, she served on national research projects in her work with HumRRO, such as an evaluator of the National Assessment of Educational Progress (NAEP) and the Center on Education Policy's longitudinal study of NCLB Impact on Increasing Achievement and Reducing Gaps. Leslie began her career in higher education teaching and conducting research on cognition and learning, especially in early childhood. She holds a Ph.D. in Experimental Cognitive Psychology.</p>

Member	Brief Biography
Mr. Todd Tucker	<p>Todd is currently employed by the Kentucky Department of Education as an Educational Recovery Leader working with Priority Schools. Prior to this position, Todd served as a principal and assistant principal in a high school in Central Kentucky and began his career as a middle school math teacher. Todd has also been a regional trainer for the National Institute for School Leadership. He has co-lead two cohorts in Richmond, Kentucky.</p> <p>During his tenure at KDE, Todd assisted the leadership team in the transformation of Pulaski County High School from a school labeled as priority to a distinguished high school ranking in the 97th percentile the past three years. While at PCHS, the school was identified by the Department of Education as a Hub School whose purpose is to provide a lab of support and HUB of learning activity for both students and adults for schools within the region. Todd is responsible for scheduling and providing guidance for visiting schools to support their school improvement efforts.</p>
Tony Watts	<p>Tony Watts entered the education field in 2000 after working for 7 years in the Restaurant business. Tony earned his teaching certificate and masters degree through the MAT program at Northern Kentucky University. Tony continued his education and earned a masters in leadership, supervisor of instruction certification, and superintendent certification. Tony has worked in diverse districts during his tenure. He was an English teacher and Dean of Discipline at Holmes Middle School. He was an assistant principal at Conner High School and became the principal at Newport High School. Tony led Newport High School out of PLA status. Tony is currently an Educational Recovery Leader at Dayton High School.</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. Student Performance Team Worksheet- Final
2. Stakeholder Survey Plus/Delta- Final
3. Diagnostic Review Team Schedule- Final
4. Leadership Assessment Addendum- Final

Student Performance Data

School Name: Bryan Station High School

Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2014-2015	65.5	63.6	65.5	Yes	No	No
2013-2014	55.2	56.2	62.6	Yes	Yes	no

<u>PLUS</u>	<u>DELTA</u>
<ul style="list-style-type: none"> Met AMO goal for 2013-2014 and 2014-2015 Met Participation rate goal for 2013-2014 	<ul style="list-style-type: none"> Did not meet Graduation rate goal for 2013-2014 or 2014-2015 Did not meet Participation rate goal for 2014-2015

Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP End-of-Course Assessments at the School and in the State (2012-2013, 2013-2014, 2014-2015)

Content Area	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)	%P/D School (14-15)	%P/D State (14-15)
English II	50.0	55.8	50.2	55.4	45.9	56.8
Algebra II	28.3	36.0	37.0	37.9	17.2	38.2
Biology	23.6	36.3	24.5	39.8	22.9	39.7
U.S. History	42.0	51.3	55.4	58.0	45.6	56.9
Writing	47.7	48.2	37.3	43.3	38.1	50.0
Language Mech.	40.2	51.4	29.8	49.9	33.1	51.6

<u>PLUS</u>	<u>DELTA</u>
<ul style="list-style-type: none"> Students scoring at the 	<ul style="list-style-type: none"> The percentage of students scoring at the Proficient/Distinguished levels during the '12-'13, '13-'14 and '14-'15 school years

<p>Proficient/Distinguished levels in writing demonstrated a slight increase between the 2013-2014 and 2014-2015 school years.</p> <ul style="list-style-type: none"> Students scoring Proficient/Distinguished in Language Mechanics increased from 29.8% in the 2013-2014 school year to 33.1% in the 2014-2015 school year. 	<p>was below state average in each EOC/KPREP assessed content area.</p> <ul style="list-style-type: none"> The following content areas show a decline between the 2013-2014 to the 2014-2015 school years in the percentage of students scoring Proficient/Distinguished: English II, Algebra II, Biology, and US History Algebra II has the lowest number of students scoring at the proficient/distinguished levels, with only 17.2% P/D during the 2014-2015 year.
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Percentage of Students Meeting Benchmarks on PLAN, Grade 10, at the School and in the State (2012-2013, 2013-2014, 2014-2015)

Content Area	Percentage School (12-13)	Percentage State (12-13)	Percentage School (13-14)	Percentage State (13-14)	Percentage School (14-15)	Percentage State (14-15)
English	57.1	67.8	55.9	66.2	49.1	62.3
Math	18.4	25.8	17.8	25.6	17.5	27.9
Reading	34.4	43.2	39.6	48.0	32.3	43.7
Science	16.2	21.2	12.5	19.5	12.7	21.9

<u>PLUS</u>	<u>DELTA</u>
<ul style="list-style-type: none"> The percentage of students meeting benchmark in Science increased from 12.5 in 2013-2014 to 12.7 in 2014-2015. 	<ul style="list-style-type: none"> The percentage of students meeting benchmarks on PLAN in English, Math, Reading and Science are below state averages for three consecutive years. Science has the lowest number of students meeting benchmark on PLAN with only 12.7% during the 2014-2015 year.

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

Content Area	Percentage School (12-13)	Percentage State (12-13)	Percentage School (13-14)	Percentage State (13-14)	Percentage School (14-15)	Percentage State (14-15)
English	41.8	53.1	42.1	55.9	36.4	55.3
Math	30.9	39.6	34.7	43.5	25.1	38.1
Reading	35.9	44.2	38	47.1	34.2	47.4

PLUS	DELTA
<ul style="list-style-type: none"> The percentage of students meeting benchmark in Science increased from 12.5 in 2013-2014 to 12.7 in 2014-2015 	<ul style="list-style-type: none"> The percentage of students meeting benchmarks on ACT in English, Math, Reading and Science are below state averages for three consecutive years. The percentage of students meeting benchmark on ACT in English, Math, Reading and Science declined from the 2013-2014 to 2014-2015 year. Math has the lowest number of students meeting benchmark on ACT with only 25.1% during the 2014-2015 year.

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

Tested Area	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	45.5	31.6	No	39.4	26.2	No
Reading	53	45.9	No	46.7	38	No
Math	37.8	17.2	No	32.1	14.4	No
Science	30.5	22.9	No	24.5	17.3	No
Social Studies	47.7	45.6	No	40.2	39.5	No

Writing	47.4	38.1	No	40.9	32.3	No
<u>PLUS</u>			<u>DELTA</u>			
<ul style="list-style-type: none"> Reading scores were higher than other content areas 			<ul style="list-style-type: none"> No delivery targets were met in each of the assessed content areas No gap delivery targets were met in each of the assessed content areas Math was the lowest score among the proficiency delivery targets Science was the lowest score among the gap delivery target 			

School Achievement of College and Career Readiness (CCR) and Graduation Rate Delivery Targets (2014-2015)

Delivery Target Type	Delivery Target (School)	Actual Score (School)	Actual Score (State)	Met Target (Yes or No)
College and Career Readiness	62	53.5	66.8	No
Graduation Rate (for 4-year adjusted cohort)	86.3	83.7	87.9	No
Graduation Rate (for 5-year adjusted cohort)	87.2	85.4	88.9	No
<u>PLUS</u>		<u>DELTA</u>		
		<ul style="list-style-type: none"> Targets were not met in college and career readiness, graduation rate for 4 year adjusted cohort or graduation rate for 5 year adjusted cohort. The actual scores in college and career readiness and graduation rate were significantly below the state average. 		

Program Reviews 2014-2015

Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development (3 pts possible)	Administrative/ Leadership Support (3 pts possible)	Total Score (12 points possible)	Classification
Arts and Humanities	2.29	2.29	2.33	2	8.9	Proficient
Practical Living	2.20	2.17	2.78	2.58	9.7	Proficient
Writing	1.83	1.75	1.89	2.0	7.5	Needs Improvement
World Language and Global Competency*	1.21	0.82	1.67	1.38	5.1	Needs Improvement

*The 2014-15 World Language Program Reviews scores for High Schools will be included with other program reviews to generate the comparable 2014-15 program review baseline score needed for 2015-16 accountability reporting.

<u>PLUS</u>	<u>DELTA</u>
<ul style="list-style-type: none"> • The school scored in the proficient category in the areas of arts/humanities and practical living. • The highest score was in the area of practical living with 9.7 out of 12 possible points. • The highest standard is professional development in the area of practical living with a score of 2.78 out of 3 possible points. 	<ul style="list-style-type: none"> • The school scored in needs improvement in the areas of writing and World Language and Global Competency • The lowest score was in the area of World Language and Global Competency with a score of 5.1 out of 12 possible points.

Kentucky Stakeholder Survey Results Analysis

Indicator	Parent Survey		Student Survey		Staff Survey	
	Survey Item	%agree/ strongly agree	ms/hs Survey Item	%agree/ strongly agree	Survey Item	%agree/ strongly agree
3.1	10	57.67	10	55.57	26	48.44
3.1	11	58.6	11	48.71	51	58.59
3.1	13	32.24	17			
3.1	34	56.67	32			
3.2	21	53.27	17		16	50
3.2					22	49.21
3.3	12	48.6	10	55.57	17	44.53
3.3	13	32.24	16	52.41	18	45.31
3.3	22	69.16	17	39.6	19	46.87
3.3			26			
3.4					3	66.2
3.4					11	70.37
3.4					12	66.67
3.4					13	53.33
3.5	14	34.58	5	49.06	8	67.41
3.5					24	67.97
3.5					25	41.41
3.6	19	73.02	9	59.35	20	57.81
3.6	21	53.27	18	58.37	21	43.75
3.6			20	57.99	22	49.21
3.7	14	34.58	5	49.06	8	67.41
3.7					30	59.37
3.7					31	69.53
3.8	9	59.82	13	48.12	15	62.23
3.8	15	42.79	21	46.89	34	39.84
3.8	16	39.53			35	56.25
3.8	17	53.48				
3.8	35	48.57				
3.9	20	64.65	14	47.7	28	46.88
3.9						
3.10			22	55.62	9	80
3.10					21	43.75
3.10					23	46.87
3.11					32	70.32
3.11					33	59.37
3.12	13	32.24	1	64.78	27	60.94
3.12	23	55.35	17	39.6	29	48.44

Plus:

- 80 percent of staff agreed/strongly agreed with the statement, "Our school's leaders expect staff members to hold all students to high academic standards," demonstrating agreement.

Delta:

- 32.24 percent of parents agreed/strongly agreed with the statement, “All of my child’s teachers meet his/her learning needs by individualizing instruction,” demonstrating absence of agreement.
- 34.58 percent of parents agreed/strongly agreed with the statement, “All of my child’s teachers work as a team to help my child learn,” demonstrating absence of agreement.
- 39.53 percent of parents agreed/strongly agreed with the statement, “All of my child’s teachers keep me informed regularly of how my child is being graded,” demonstrating absence of agreement.
- 39.6 percent of students agreed/strongly agreed with the statement, “All of my teachers change their teaching to meet my learning needs,” demonstrating absence of agreement.
- 46.89 percent of students agreed/strongly agreed with the statement, “All of my teachers keep my family informed of my academic progress,” demonstrating absence of agreement.
- 47.7 percent of students agreed/strongly agreed with the statement, “My school makes sure there is at least one adult who knows me well and shows interest in my education and future,” demonstrating absence of agreement.
- 44.53 percent of staff agreed/strongly agreed with the statement, “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students,” demonstrating absence of agreement.
- 41.41 percent of staff agreed/strongly agreed with the statement, “All teachers in our school have been trained in a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching),” demonstrating absence of agreement.
- 39.84 percent of staff agreed/strongly agreed with the statement, “In our school, all school personnel regularly engage families in their children’s learning progress,” demonstrating absence of agreement.

Leadership Capacity										
Indicator	Parent Survey		Student Survey						Staff Survey	
	Survey Item	%agree/strongly agree	ms/hs Survey Item	%agree/strongly agree	Elem. (3-5) Survey Item	%agree/strongly agree	Early elem. (K-2) Survey Item	%agree/strongly agree	Survey Item	%agree/strongly agree
1.1	1	69.06	2	61.70	1	NA	1	NA	1	85.52
1.1	2	46.19			2	NA			2	53.1
1.1					5	NA				
1.2	6	52.77	3	52.33					3	66.20
1.2	10	57.67	8	60.69					4	64.83
1.2	11	58.60	10	55.57					9	80.00
1.2									26	48.44
1.3	3	62.26	5	49.06					5	68.00
1.3	8	60.00	17	39.60					49	52.34
1.3	33	44.76							53	69.53
2.1										
2.2	4	47.23							6	71.87
2.3	5	41.45							7	61.49
2.4	6	52.77	8	60.69	1	NA	3	NA	5	70.34
2.4	7	47.43	10	55.57	4	NA			8	67.41
2.4									9	80.00
2.4									10	57.04
2.4									11	70.37
2.5	9	59.82	13	48.12	10	NA			14	54.07
2.5	15	42.79	21	46.89	18	NA			15	62.23
2.5	16	39.53	30	45.32					34	39.84
2.5	17	43.48	31	40.76					35	56.25
2.6	35	48.67								

Plus:

- 80 percent of staff agreed/strongly agreed with the statement, “Our school’s leaders expect staff members to hold all students to high academic standards,” demonstrating agreement.
- 85.52 percent of staff agreed/strongly agreed with the statement, “Our school’s purpose statement is clearly focused on student success,” demonstrating agreement.

Delta:

- 46.19 percent of parents agreed/strongly agreed with the statement, “Our school’s purpose statement is formally reviewed and revised with involvement from parent,” demonstrating absence of agreement.
- 44.76 percent of parents agreed/strongly agreed with the statement, “Our school ensures that all staff members monitor and report the achievement of school goals,” demonstrating absence of agreement.
- 47.23 percent of parents agreed/strongly agreed with the statement, “Our school’s governing body operates responsibly and functions effectively,” demonstrating absence of agreement.
- 41.45 percent of parents agreed/strongly agreed with the statement, “Our school’s governing body does not interfere with the operation or leadership of our school,” demonstrating absence of agreement.

- 47.43 percent of parents agreed/strongly agreed with the statement, “Our school shares responsibility for student learning with its stakeholders,” demonstrating absence of agreement.
- 42.79 percent of parents agreed/strongly agreed with the statement, “All of my child’s teachers help me to understand my child’s progress,” demonstrating absence of agreement.
- 39.53 percent of parents agreed/strongly agreed with the statement, “All of my child’s teachers keep me informed regularly of how my child is being graded,” demonstrating absence of agreement.
- 43.48 percent of parents agreed/strongly agreed with the statement, “All of my child’s teachers report on my child’s progress in easy to understand language,” demonstrating absence of agreement.
- 48.67 percent of parents agreed/strongly agreed with the statement, “My child has administrators and teachers that monitor and inform me of his/her learning progress,” demonstrating absence of agreement.
- 39.60 percent of students agreed/strongly agreed with the statement, “Our school communicates effectively about the school’s goals and activities,” demonstrating absence of agreement.
- 48.12 percent of students agreed/strongly agreed with the statement, “My school offers opportunities for my family to become involved in school activities and my learning,” demonstrating absence of agreement.
- 46.89 percent of students agreed/strongly agreed with the statement, “*All of my teachers fairly grade and evaluate my work,*” demonstrating absence of agreement.
- 45.32 percent of students agreed/strongly agreed with the statement, “My school shares information about school success with my family and community members,” demonstrating absence of agreement.
- 40.76 percent of students agreed/strongly agreed with the statement, “My school considers students’ opinions when planning ways to improve our school,” demonstrating absence of agreement.
- 48.44 percent of staff agreed/strongly agreed 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,” demonstrating absence of agreement.
- 39.84 percent of staff agreed/strongly agreed with the statement, “In our school, all school personnel regularly engage families in their children’s learning progress,” demonstrating absence of agreement.

Resource Utilization										
Indicator	Parent Survey		Student Survey						Staff Survey	
	Survey Item	%agree/strongly agree	ms/hs Survey Item	%agree/strongly agree	Elem. (3-5) Survey Item	%agree/strongly agree	Early elem. (K-2) Survey Item	%agree/strongly agree	%agree/strongly agree	Survey Item
4.1	24	57.82							36	67.19
4.2	25	54.50	25	55.05					37	52.34
4.2	27	59.44	26	51.73					38	43.75
4.2	31	36.79							39	60.16
4.2	32	49.06							40	58.59
4.3	26	47.65	23	39.82	14	NA	10	NA	45	80.25
4.3	30	63.68							46	62.50
4.4	27	59.44	25	55.05	15	NA	11	NA	36	67.19
4.4									40	58.59
4.5			26	51.73	16	NA	12	NA	41	50.78
4.6	29	75.47	1	64.78					44	75.00
4.6			28	60.78						
4.7	28	50.48	1	64.68					43	69.53
4.7			29	57.85						

Plus:

- 80.25 percent of staff agreed/strongly agreed with the statement, “Our school maintains facilities that support student learning,” demonstrating agreement.

Delta:

- 36.79 percent of parents agreed/strongly agreed with the statement, “Our school ensures the effective use of resources,” demonstrating absence of agreement.
- 46.06 percent of parents agreed/strongly agreed with the statement, “Our school ensures that instructional time is protected and interruptions are minimized,” demonstrating absence of agreement.
- 47.65 percent of parents agreed/strongly agreed with the statement, “Our school provides a safe learning environment,” demonstrating absence of agreement.
- 39.82 percent of students agreed/strongly agreed with the statement, “In my school, the building and grounds are safe, clean, and provide a healthy place for learning,” demonstrating absence of agreement.
- 43.75 percent of staff agreed/strongly agreed with the statement, “Our school provides sufficient material resources to meet student needs,” demonstrating absence of agreement.

Diagnostic Review Schedule

Fayette County Public Schools
701 East Main Street
Lexington, KY 40502

SUNDAY: March 13, 2016

Time	Event	Where	Who
3:00 p.m.	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
5:30 pm - 6:30 pm	<p>Superintendent's Presentation (Topics to be addressed)</p> <p>Executive Summary Overview</p> <ol style="list-style-type: none"> 1. What is the system's purpose and direction for improving student performance? 2. What additional information does the team need to know about the school system's cultural, economic, historical context? <p>Standards Overview</p> <ol style="list-style-type: none"> 1. What are the AdvancED Self Assessment ratings, how were they determined and who was involved in this determination? 2. What strengths and leverage points for improvement emerged from the system's ratings of the indicators? <p>Previous Leadership Assessment/Diagnostic Review Findings</p> <ol style="list-style-type: none"> 1. Specifically address the Improvement Priorities identified in the previous Leadership Assessment/Diagnostic Review Report. What evidence exists to indicate that the system has addressed these Improvement Priorities? 2. What has the system done to evaluate, support, and monitor improvement in student performance and the conditions that support learning at the Priority school in the last two years? 3. What has been the result of school/system efforts at the school? What evidence can the school district present to indicate that learning conditions and student achievement have improved? 	Hotel Conference Room	Diagnostic Review Team Members
6:30 p.m. - 9:00 p.m.	<p>Dinner and Team Work Session #1</p> <ul style="list-style-type: none"> • Reviewing Internal Review documents and determining preliminary ratings for all 	Hotel Conference Room	Diagnostic Review Team Members

	<ul style="list-style-type: none"> indicators. Determining questions and points of inquiry for the team. Reviewing team schedules and assignments for Monday 		
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MONDAY: March 14, 2016

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Some or all of the Diagnostic Review Team may report to the Priority school to conduct eleot™ observations and interview school leadership as well as KDE Educational Recovery Staff.		
7:30 a.m.	Team arrives at system office	District office	Diagnostic Review Team Members
7:45 a.m. - 9:30 a.m.	Individual private interviews are scheduled in advance with: <ol style="list-style-type: none"> Superintendent Key members of the superintendent's leadership team, i.e., assistant superintendents, deputy superintendents, directors, division heads, etc. Cross section of professional staff from all divisions including curriculum and instruction, human resources, finance, business, maintenance and operations, school safety, technology, transportation, special education, etc. Cross section of support personnel 	District office conference room	Diagnostic Review Team Members
9:30 a.m. - 9:45 a.m.	Break	District office	Diagnostic Review Team Members
9:45 a.m. - 10:45 a.m.	Some team members may be assigned to review artifacts and documents that were not provided to the team in advance.		
10:45 a.m. - 11:45 a.m.	Individual interviews with system office staff continues	District office	Diagnostic Review Team Members (divided)
11:45 a.m. - 12:30 p.m.	Lunch & Team Debriefing	TBD	Diagnostic Review Team Members
12:30 p.m. - 4:30 p.m.	Interviews continue with: <ol style="list-style-type: none"> All school board members (individual private interviews) Community members (small group(s) of 4-8 interviewees) 	District office	Diagnostic Review Team Members (divided)
4:30 p.m.	Team returns to hotel		Diagnostic Review Team Members
5:30 p.m. - 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 p.m. - 9:00 p.m.	Evening Work Session #2 <p>Agenda to be determined by Lead and Associate Lead Evaluators</p> <p>Prepare for Day 2</p>	Hotel conference room	Diagnostic Review Team Members
	Allow time for the school and district teams to share information from Day 1.		

	<ul style="list-style-type: none"> • Possibly allow school and district standards teams to share information with each other and discuss preliminary indicator ratings as well as Powerful Practices, Improvement Priorities • If possible, allow time to review preliminary eleot™ data 		
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TUESDAY: March 15, 2016

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
8:00 a.m.	Team arrives at system office	District office	Diagnostic Review Team Members
8:00 a.m. - 11:45 a.m.	Continue district office staff interviews	District office	Diagnostic Review Team Members
11:45 a.m. - 12:30 p.m.	Lunch & team debriefing	TBD	Diagnostic Review Team Members
12:30 p.m. - 4:00 p.m.	Continue review of artifacts and documentation	District office	Diagnostic Review Team Members
4:00 p.m. - 5:00 p.m.	Consider scheduling a meeting with the Lead Evaluators of the school diagnostic review team for the purpose of discussing preliminary findings including Improvement Priorities, indicator and standard ratings, etc.		
5:30 p.m. - 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 p.m. - 9:30 p.m.	Evening Work Session #3 Agenda to be determined by the Lead and Associate Lead Evaluator Prepare for Day 3	Hotel Conference Room	Diagnostic Review Team Members

WEDNESDAY: March 16, 2016

Time	Event	Where	Who
7:30 a.m.	Check out of hotel and departure for system office	Hotel	Diagnostic Review Team Members
8:00 a.m. - 11:30 a.m.	Team Work Session <ul style="list-style-type: none"> • Complete any remaining interviews • Complete the examination of any documents/artifacts not reviewed previously • Team members are asked to examine all Improvement Priorities and Powerful Practices for accuracy and completeness. • Review final ratings for standards and indicators and enter indicator ratings into ASSIST • Review and revise/edit supporting rationale for Improvement Priorities • Ensure all eleot™ ratings for all team members have 	District office conference room	Diagnostic Review Team Members

	<p>been entered into ASSIST</p> <ul style="list-style-type: none"> • Review and revise eleot™ overview narrative • Review and revise report conclusion • Complete Survey Plus/Delta • Complete Leadership Assessment Addendum 		
TBD	Kentucky Department of Education Leadership Meeting	TBD	Diagnostic Review Team Members and KDE Representative
11:30 a.m. - 2:00 p.m.	<p>Working Lunch</p> <ul style="list-style-type: none"> • Review and revise standards workbook • Submit workbooks to Lead Evaluator 	District office conference room	Diagnostic Review Team Members
TBD	<p>Exit Report with the superintendent</p> <p>The Exit Report will be a brief meeting for the Lead and Associate Lead Evaluators to express their appreciation for hosting the on-site review to the superintendent. All substantive information regarding the Diagnostic Review will be delivered to the superintendent and system leaders in a separate meeting to be scheduled later by KDE.</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>	District office conference room	Diagnostic Review Team Members



2015-16 LEADERSHIP ASSESSMENT/DIAGNOSTIC REVIEW ADDENDUM

The purpose of this addendum is to provide feedback on progress made in addressing identified Improvement Priorities from the 2014-2015 Diagnostic Review or Progress Monitoring Visit for Fayette County Public Schools.

Improvement Priority 1

Indicator 3.2	2014-15 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	1.27	2.00	1.33

3.2 Improvement Priority (2014-15)	School Self- Rating	Team Rating
Develop and implement an ongoing district wide process to ensure that curriculum, instruction, and assessment are monitored and adjusted systematically based on student performance data.		
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.		

<p>School Evidence:</p> <ul style="list-style-type: none"> • Novice Reduction (Big Rock 1: Standards, Curriculum and Instruction) Plans, color coded for work completed, continuing, added tasks. • Surveys were completed K-8 of prior documents; results used to complete revisions of maps, pacing guides, units and to develop common assessments. • Narrative contains a description of the systematic process, including appointment of a team of master teachers to assist district personnel in these tasks. • District grading policies along with several examples of standards based grading adopted at the school level.
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- Program Review Results and Process, new procedures used as an example at KDE
- PLN
- PLC in feeder patterns for vertical alignment conversations
- PGES Coaches in every school, agendas and meeting schedules with district staff
- Student data from FAST and CERT incremental district assessments

School Supporting Rationale:

The Fayette County district team assigned this priority a 2. While we have accomplished many of the tasks in our Novice Reduction Plans, we still need to provide exemplar work for use in the classroom, operationalize our monitoring procedures of all curriculum documents, and complete and implement our district assessment system to include monitoring of the Common Assessments. The next step is the rollout of the revised documents and new tools followed by assessment literacy training to ensure continuous progress in student achievement.

Team Evidence:

- Curriculum Maps
- Curriculum Pacing Guides
- Common assessments
- Surveys of curriculum maps/guides
- 30-60-90 day plans
- Stakeholder interviews

Team Supporting Rationale:

Review of artifacts and evidence indicated that the district has begun work on this Indicator. While the district has created some curriculum maps, pacing guides and assessments, there was no process in place to ensure curriculum alignment, instruction, and/or assessments were reviewed or revised. Not all stakeholders were involved in the process of the creation of these documents and there was not a process in place to ensure that the alignment of curriculum, instruction, and assessment practices was truly regular and systematic. Based on stakeholder interviews there was no schedule for administering common assessments and no process in place to monitor if teachers were following the pacing guides.

Improvement Priority 2

Indicator 3.4	2014-15 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1.09	2	1.00

3.4 Improvement Priority (2014-15) Implement a system for school and district leaders to formally and consistently monitor instructional practices (e.g., through the regular collection of walkthrough data, review of unit/lesson plans, examination of standardized and local assessment data, review of student work) and ensure that teachers are provided with immediate feedback and support to meet the needs of all students.	School Self-Rating	Team Rating
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	X
There is little or no evidence that this Improvement Priority has been addressed.		

<p>School Evidence:</p> <ul style="list-style-type: none"> • Surveys were completed K-8 of prior documents; results used to complete revisions of maps, pacing guides, units and to develop common assessments. • eleot™ was purchased for every Partnership Zone and Point of Contact School. District schedule for walkthroughs implemented. • PGES Coaches in every school meet regularly with district staff. • CSIP Help Sessions with feedback • Heat Map used to Tier support services; Tier 3: Partnership Zone, Tier 2 Point of Contact; service team or point of contact meets with the school leadership team to analyze data, problem solve. PZ service teams observe and provide feedback to classroom teachers. • Certified Evaluation, TPGES, PPGES • MTSS and PBIS implemented in schools, teams from district for support • Program Review Plan and feedback • Director of Curriculum hired in February to further work • Professional Learning in strategies (e.g. LDC, MDC, technology, special education) • Program Review professional learning and feedback • Data analysis of KPREP, training on and analysis of FAST data (incremental assessment)
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School Supporting Rationale:

The Fayette County district team assigned this priority a 2. While much progress has been made on the implementation of our Novice Reduction Plans and tasks to better support the improvement of instructional practices, creating efficient and effective monitoring systems for instruction and implementing those protocols with fidelity is still not complete.

Team Evidence:

- Stakeholder interviews
- K-8 Pacing Guides
- Curriculum Maps
- eleot Walkthrough Calendar
- eleot™ Purchase Invoice
- Professional Growth and Effectiveness System (PGES) Timeline
- Certified Evaluation Plan
- Common Assessments
- Comprehensive School Improvement Plan (CSIP) Timeline
- Meeting Agenda & Minutes
- AdvancED Stakeholder Surveys
- eleot™ Observations

Team Supporting Rationale:

The review of artifacts and evidence indicated that the district has initiated the process of implementing a system to monitor instructional practices. The district has purchased, trained staff and scheduled eleot™ walkthroughs. Due to the late implementation of eleot™ walkthroughs, starting Feb. 2016, there was insufficient evidence to strongly suggest that data was used/analyzed regularly to monitor and support improvement in instructional practice. There was insufficient evidence that teachers received feedback that would enhance instruction. Curriculum maps and pacing guides have been developed for K-8 grades in math, science and ELA content areas; Algebra I and Algebra II courses; however, documentation of monitoring teacher implementation or revisions did not exist.

Improvement Priority 3

Indicator 5.1/5.2/5.3	2014-15 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
The system establishes and maintains a clearly defined and comprehensive student assessment system.	1.18	2	1.10
Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	1.36	2	1.10
Throughout the system professional and support staff are trained in the interpretation and use of data.	1.55	2	1.20

5.1/5.2/5.3 Improvement Priority (2014-15)	School Self- Rating	Team Rating
Further develop, monitor and continuously evaluate the effectiveness of a clearly defined comprehensive student assessment system that generates data and information to guide improvement initiatives focused on student learning and organizational effectiveness. Provide professional development to all staff in the interpretation and use of data and monitor the implementation of this process.		
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> <ul style="list-style-type: none"> • Novice Reduction Plan (Big Rock 2: Continuous Improvement) • District Assessment team convened in late November 2015. Broad base of membership: Teachers and principals from all levels, district staff with background in assessment of and for learning, Building Assessment Coordinators, University Professor. Charge: to recommend and monitor a balanced district assessment plan. Progress: Completed inventory of all assessments at all levels, analyzing for needs not met, recommendations for change to fulfill a balanced assessment system for the district to be made by Spring Break. • Currently using state data, FAST and CERT as incremental measures for district wide
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monitoring, Student Growth Goals, Unit Assessments at the school level and other CBM and monitoring tools for reading and math specific to the schools.

- Team Initiated Problem Solving (TIPS), a research based systematic problem solving protocol, has been implemented in the district. All district staff assigned to a Partnership Zone or Point of Contact school have been trained in this and have trained their schools as the leadership teams use this to analyze data and solve instructional issues at the school level.
- Data Walls and 'Name Them Claim Them' type strategies are being used in the schools
- TELL survey data, KPREP and EOC/ACT results and other data are used to update a Heat Map used to tier our support services to schools.
- A systematic process for creating, revising and implementing the CSIP plans has been implemented. A targeted 'Help' Session was provided to schools, a review of all CSIP plans and feedback was provided to the schools. Several schools were asked to revise their plans before submitting them to KDE.
- Through our Novice Reduction process, principals were trained in analyzing their 'as-is' state using the Key Core Work Processes. Data were used as well as a Needs Assessment to drive the Big Rock work.
- MTSS and PBIS have been implemented, coaches are available for school support, all schools have completed a facilitated PBIS self-assessment.

School Supporting Rationale:

The Fayette County district team assigned these priorities a 2. While much progress has been made on implementing our Novice Reduction Big Rock 2 plan, the district assessment team must finish their work in developing a balanced assessment system. Components must be implemented with fidelity across the district and a monitoring process created in order to continue making progress each year.

Big Rock 1 and Big Rock 2 staff are working in collaboration to plan the assessment literacy training for district and school level staff in order to better use the data we have to increase student achievement. This is being timed to roll out after the new curriculum documents are introduced to schools.

A Director of Data, Evaluation and Assessment is being hired to be on board for 2016-17 school year.

Currently, schools must create reports from Infinite Campus and or FAST/CERT in order to fully analyze their data. A more efficient system is needed for district and school level staff to be able to pull a data profile up from a data warehouse or system to give us an immediate picture of a school or student.

Team Evidence:

- AdvancED Stakeholder Surveys
- Stakeholder Interviews

- Observations
- College Equipped Readiness Tool (CERT)
- Formative Assessment System for Teachers (FAST)
- Common Assessments
- Assessment Calendar
- 30/60/90 day plans
- Meeting Minutes (Team Initiated Problem Solving)
- Assessment Committee Minutes

Team Supporting Rationale:

Review of artifacts, evidence and interviews indicated that the district was in the beginning stages of creating a comprehensive assessment plan. There was little evidence to show that any type of systemic data analysis had taken place at this point that would lead to enhanced classroom instruction. Interviews and observations revealed the common assessments have not been implemented at this point, therefore, there was no data to review. The district has begun utilizing a Team Initiated Problem Solving (TIPS) protocol for teams to analyze data and create next steps for improvement in student achievement with the Partnership Zone and Multi-Tiered Systems of Support.

Improvement Priority 4

Indicator 1.2	2014-15 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	1.36	2	1.10

1.2 Improvement Priority (2014-15) Create and implement guiding documents (e.g., policies, procedures, plans, protocols) that clearly establish expectations for individual schools to systematically engage in a process to review, revise and communicate a school purpose and direction for improvement in student achievement that commit to high expectations for learning. Ensure that these processes include clear timelines for implementation and are inclusive of all stakeholder groups.	School Self-Rating	Team Rating
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	

There is little or no evidence that this Improvement Priority has been addressed.		X
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School Evidence:

The new superintendent was hired this summer and began work in August 2015. His Entry Plan is the beginning of a strategic planning process that will include a review of the mission, vision and plans to increase school and district effectiveness. As part of the data collection process, five contracts were awarded to provide diagnostics (audits) of specific learning programs and the district functions as a whole. The diagnostics are being completed at this time are special education, English Language Learners, Gifted and Talented Education, Career and Technical Education and the district function and effectiveness. Also, the superintendent is conducting listening sessions at local schools to include employees, families and community members in informal round table discussions to talk with him about issues of importance to them.

Until then, our mission statement from 2013 and a strategic plan 2013-2017 are still in place. (Processes for their development are in the evidence.)

The Board of Education created a set of beliefs/agreement with the superintendent in October 2015 that was signed by all Board members as they agreed to place the interests of students above all others in every decision that they make, maintain an unwavering focus on the achievement of all students regardless of race, class, ethnicity, gender, socio-economic status, special need or English language proficiency, and monitor progress on the indicators of success in our strategic plan. There are seven additional statements in the document. This public commitment to communicate the purpose for student success was broadcast, placed on the website and is revisited regularly.

A Theory of Action, Belief Statements and the Vision Statements were created this summer/fall and are currently guiding our work.

Other evidence:

- New CDIP/CSIP process with greater feedback and review opportunities for the district and schools to include stakeholders
- Team Initiated Problem Solving protocols (TIPS)
- Stakeholder involvement in advisory groups, rezoning/redistricting efforts/the superintendent search. In these inclusive processes the values and beliefs about student achievement are reflected.
- The Equity Council and the Equity Scorecard
- SBDM Council reports to Board and the Equity Council on student achievement and closing the achievement gap goals
- District PTA round table
- SBDM Super Council
- Survey Results from district surveys, Parent Surveys, Organizational Health Surveys and TELL

are included.

School Supporting Rationale:

The Fayette County district team assigned this priority a 2. Our greatest strengths in this area are the vast opportunities for stakeholder input to the communication of accomplishing greater student success. The rezoning process was led by a business leader in our community.

Opportunities for increasing student achievement by lessening overcrowding and building new schools was widely communicated. Citizens had many opportunities for input and discussion. The superintendent search began with surveys of students, parents, employees and community members to determine the shared values and criterion our city wanted in a superintendent.

Another major strength is the leadership our Board of Education has shown in creating their “Standards of Practice” which focuses on student success.

Because we are in the midst of data collection, superintendent listening sessions at the beginning of a strategic planning process, believe this improvement priority to be partially implemented.

Team Evidence:

- AdvancED Stakeholder Surveys
- Stakeholder Interviews
- Observations
- Agendas/Minutes
- Power Point Presentations
- Other internal documents

Team Supporting Rationale:

Reflection on interviews, as well as the submitted artifacts and evidence indicated little evidence of addressing of this priority. There was a process for community engagement, and external audits to inform the Superintendent’s Entry Plan, however at this time there was little to no evidence of clear direction and procedures to engage all schools in communicating their purpose as it relates to student success among all stakeholders. The school board is now collaborating in many ways, however there was little evidence that the document “Standards of Practice” was being internalized in the operation and beliefs of all members as they engaged the community in the purpose of Fayette County Public Schools (e.g., place the interests of students above all others in every decision; maintain an unwavering focus on the achievement of all students regardless of race, class, ethnicity, gender, socio-economic status, special need or English language proficiency; maintain a strategic plan for the district.)

Improvement Priority 5

Indicator 2.2	2014-15 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
The governing body operates responsibly and functions effectively.	1.73	2	2.00

2.2 Improvement Priority (2014-15)	School Self- Rating	Team Rating
Institute a process that ensures governing board members function within their defined roles and responsibilities and adhere to the code of ethics and an agreed upon code of behavior.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	X
This Improvement Priority has been partially addressed.		
There is little or no evidence that this Improvement Priority has been addressed.		

<p>School Evidence:</p> <ul style="list-style-type: none"> • Board of Education “Standards of Practice,” a set of beliefs/agreement with the superintendent in October 2015 that was signed by all Board members as they agreed to place the interests of students above all others in every decision that they make, maintain an unwavering focus on the achievement of all students regardless of race, class, ethnicity, gender, socio-economic status, special need or English language proficiency, and monitor progress on the indicators of success in our strategic plan. • Code of Ethics, Employee Code of Conduct • Training for the BOE with KSBA and continuing educational opportunities certificates available) • Lunch and Learns for the BOE with district staff for Special Education, Finance, CDIP goals and strategies and other topics • A staff attorney and external staff attorney have been hired. • District Assurances in the CDIP, for safety, Equitable Access, Funding • BOE Webpage • Internal Auditor Reports • Regular fiscal reports to the BOE • BOE policies and Administrative Procedures on a regular review process with support from KSBA • SBDM Governance and policies
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School Supporting Rationale:

The Fayette County district team assigned this priority a 2.

The Board of Education and district leadership have worked very hard this year to operate responsibly and function effectively. Many processes and procedures, especially in the budget and financial areas have been revised. The added position of a Senior Director to oversee all Administrative Functions was originally filled with a former KDE associate commissioner of finance and is now filled permanently with a former KDE associate commissioner of administrative services and finance. The expertise provided in developing protocols and timelines for these important areas of governance have aided improvement.

As the BOE Standards of Practice become totally systematic and operational, this indicator will quickly become a 3.

Team Evidence:

- AdvancED Stakeholder Surveys
- Stakeholder Interviews
- Observations
- Agendas/Minutes
- Power Point Presentations
- Other internal documents

Team Supporting Rationale:

Reflection on interviews, as well as the submitted artifacts and evidence indicated Fayette County Schools, and its Board has satisfactorily met this priority. The recent demonstration of a sense of common purpose of the school board based on supporting the district audits, selecting a Chair and Vice Chair, and passage of a district budget was evidence of effective functioning and responsible operations. The school board intentionally included all stakeholders in a national search for the position of superintendent. Collaborative relationships were being established with the newly selected superintendent, such as through the "Lunch and Learns" and community listening sessions.

Improvement Priority 6

Indicator 2.6/3.3/3.6	2014-15 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	1.45	2	1.33
Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.64	2	1.11
Teachers implement the system's instructional process in support of student learning.	1.45	2	1.10

2.6/3.3/3.6 Improvement Priority (2014-15)	School Self- Rating	Team Rating
Develop and implement a district wide instructional process that ensures students 1) are clearly informed of learning expectations and standards of performance, 2) are provided exemplars of high quality work and 3) are assessed formatively (e.g., elicits data for teachers and students to make differentiated instructional and learning tactic adjustments) in order to fully engage students as stakeholders in their learning, 4) are provided specific and timely feedback about their learning. Ensure the process is monitored for effectiveness during regular and systematic classroom observations that are conducted formally or informally.		
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> <ul style="list-style-type: none"> • Curriculum Maps, pacing guides, Expectations within Units, Unit Assessments • TPGES and Student Growth examples, Certified Evaluation system, Professional Growth Plans • LDC, MDC, training and ongoing meeting (agendas) • State Testing data and ACT Quality Core supports
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- TELL Survey
- Eleot walkthrough for PZ and Point of Contact Schools
- PD offerings and plans tied to results from supervision and evaluation at the school level
- Partnership Zone Schools provided a service team to mentor leadership team, provide classroom observations and feedback, Point of Contact to mentor school leadership teams and broker services
- Technology in classrooms (robotics and other)
- PGE Coaches in every school (district leadership to coach)
- Val Ed data on principals monitored by the school director and to be shared aggregately with district leadership team.

School Supporting Rationale:

The Fayette County district team assigned these priorities a 2.

Most of the work for these indicators came under Big Rock 1 of our Novice Reduction Planning. While many tasks have been completed, a plan for communicating the revised curriculum and new tools is in development and scheduled to be implemented this Spring. The documents will be in effect for 2016-17. The newly appointed Director of Curriculum will be working with the District Instructional staff to train schools in the use of these documents and assessments.

As the Common Assessments are implemented next school year, exemplars will be collected and disseminated as we continue to review and revise our curriculum processes. A monitoring system for ensuring effectiveness of the instructional plan and providing timely feedback to school level staff needs to be developed and implemented.

Team Evidence:

- Curriculum Maps
- Pacing guides
- Common assessments
- Common assignments
- Observations
- District Curriculum Surveys
- Stakeholder Interviews

Team Supporting Rationale:

Classroom observations did not reveal the existence of practices or procedures that clearly informed students of learning expectations. Student performance data revealed a decrease in performance from 2014 and 2015 that was significantly below the state average. Data suggested that the district had not been effective in developing a district wide instructional process that ensured students were clearly informed of the learning expectations and that teachers used formative assessment data to modify and adapt instruction, curriculum and assessment to address student needs. In interviews, administrators were consistently unable to define or explain the school's instructional process. Reviews of curriculum maps, pacing guides, common assessments, common assignments, professional development plans, as well as survey results did not reveal the existence of defined written expectations, monitoring or

support for the implementation of a district “instructional process” intended to clearly inform students of learning expectations or ensure the effective use of formative assessments to guide and modify instruction.

District Diagnostic Review Summary Report

Fayette County

School District

3/13/2016 – 3/16/2016

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

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

District Authority:

The District has shown since the last diagnostic review that it does not have the capacity to implement the identified improvement priorities. Very little to no action was taken by the district to address the improvement priorities in the previous diagnostic review. The Review Team's findings indicate a vast disconnect between district office and schools in terms of the level of support required to ensure that all students' needs are being met.

Though the district's priority school, Bryan Station High School, has exited priority status, there are significant concerns regarding the district's ability to support all schools in the district so as to ensure that additional schools do not fall into priority status and to lead intentional district-wide efforts to close the achievement gap.

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 Fayette County School District and Bryan Station High School.

Superintendent, Fayette County

_____ Date: _____