

Report of the Diagnostic Review Team for Fayette County

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Introduction

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

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

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

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

Use of Diagnostic Tools

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

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

results including the impact of instruction on student learning at all levels of performance, and the equity of learning that examines the results of student learning across all demographics;

- a stakeholder engagement instrument that examines the fidelity of administration and results of perception surveys seeking the perspective of students, parents, and teachers;
- a state-of-the-art, learner-centric observation instrument, the Effective Learning Environments Observation Tool (eleot™) that quantifies students' engagement, attitudes and dispositions organized in 7 environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, reach acceptable levels of inter-rater reliability, and certified to use this research-based and validated instrument.

The Diagnostic Review Team's findings and critical observations are shared in this report through the Indicator ratings, identification of Powerful Practices and Improvement Priorities.

Powerful Practices

A key to continuous improvement is the institution's knowledge of its most effective and impactful practices. Such practices, yielding a performance level of 4, serve as critical leverage points necessary to guide, support and ensure continuous improvement. The Diagnostic Review process is committed to identifying conditions, processes and practices that are having the most significant impact on student performance and institutional effectiveness. The Diagnostic Review Team has captured and defined Powerful Practices that it identified as essential to the institution's effort to continue its journey of improvement.

Improvement Priorities

The Diagnostic Review Team reviewed, analyzed and deliberated over significant bodies of evidence provided by the institution and gathered by the team during the process. For those instances in which this analysis yielded a Level 1 Indicator rating, an Improvement Priority has been identified by the team to guide improvement efforts. Improvement Priorities are supported by extensive explanation and rationale to give school leaders and stakeholders a clear understanding of the conditions, practices, policies, etc., revealed through the Diagnostic Review process. Improvement Priorities are intended to be incorporated into the institution's improvement plan.

The Review

The Diagnostic Review for Fayette County Public Schools was conducted March 15-18, 2015. The Diagnostic Review Team consisted of eleven members, ten of whom are from Kentucky, and the Lead Evaluator who is from Arizona. The Lead Evaluator and Associate Lead Evaluator participated in a planning meeting with the newly appointed Fayette County Interim Superintendent and members of the Superintendent's Cabinet on February 6, 2015. Leadership personnel provided an overview of the district, which included demographic data, the organizational structure and the vision, and the mission and goals of the district. The district leadership support personnel for Bryan Station High School, the district's only Priority School, were introduced

and an overview of the support efforts was provided. The Lead Evaluator discussed the logistics of the review and the timeline for submitting evidence and answered questions from the leadership team. The Associate Lead Evaluator worked extensively with the staff of Bryan Station High School to schedule classroom observations and interviews to be conducted during the onsite work. The district provided evidence in electronic format via Dropbox. The evidence was sorted by standard and included documentation for both the district and Bryan Station High School.

Seven members of the team and the AdvancED Process Coach began their work with a virtual team meeting on February 20, 2015. This meeting included information on required off-site preparation and required eleot™ certification, an overview of the Diagnostic Review process, and district demographic information. Additional orientation meetings were held individually with team members as they were assigned to the review. The Lead Evaluator and Associate Lead Evaluator communicated on a regular basis via email and telephone conversations during the month prior to the review.

The Diagnostic Review Team met on Sunday, March 15, 2015 for its first work session, which was followed by the Superintendent/Leadership team presentation. The Diagnostic Review Team discussed initial ratings and evidence and prepared for the next day of interviews and classroom observations.

On Monday, March 16, 2015, the Diagnostic Review Team divided into two groups. One group reported to the district office to conduct interviews with key leadership and support staff personnel and to review additional artifacts for each of the standards. The second group reported to Bryan Station High School to complete classroom observations. A portion of the second group spent the afternoon at the district office assisting with interviews and reviewing evidence, while the remainder of the second group conducted interviews with leadership, teachers, support staff, and students at Bryan Station High School. At 5:00 p.m., the Diagnostic Review Team returned to the hotel to begin the evening work session. A second round of ratings and evidence review was completed. The team discussed the evidence related to the Improvement Priorities from the 2014 Diagnostic Review, and discussed themes that had begun to emerge.

On Tuesday, March 17, 2015 the entire Diagnostic Review Team reported to Bryan Station High School to observe classroom environments. At mid-day, the team reported to the district office to complete interviews with key personnel and participate in a thorough review of all evidence presented during the Diagnostic Review. The Diagnostic Review Team returned to the hotel for the evening work session to continue deliberations, determine actions, review classroom observation information, and prepare report documents.

The Diagnostic Review Team met at the Fayette County district office on Wednesday morning to continue deliberations, prepare documents, and participate in activities to determine final ratings and Improvement Priorities. One team member reported to Bryan Station High School to conduct additional classroom observations before joining the rest of the team at the district office. The Lead Evaluator and Associate Lead Evaluator met with the Interim Superintendent at 3:00 pm for closing remarks and then departed the district.

The Diagnostic Review Team appreciates the thought put into preparing for the review. Although the required

response rate from parents of students at Bryan Station High School was not met, all stakeholders were surveyed and required reports were completed and available. Evidence was organized and available prior to the review. The Diagnostic Review Team found the workspace at the district office comfortable and conducive to completing the work.

A total of 99 stakeholders were interviewed, representing district and school level administrators, support staff, Bryan Station High School parents, Board members, community members, and students. Stakeholders were open and honest in their responses and acknowledged their understanding of the process.

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	5
Administrators	36
Instructional Staff	5
Support Staff	3
Students	34
Parents/Community/Business Leaders	15
Total	99

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.	1.45
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.	1.27
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.64
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1.09
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	1.82
3.6	Teachers implement the system's instructional process in support of student learning.	1.45
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	1.91
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.	1.91
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	2.00

Indicator	Description	Review Team Score
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	1.82
3.11	All staff members participate in a continuous program of professional learning.	1.64
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	1.82

Standard 5 - Using Results for Continuous Improvement

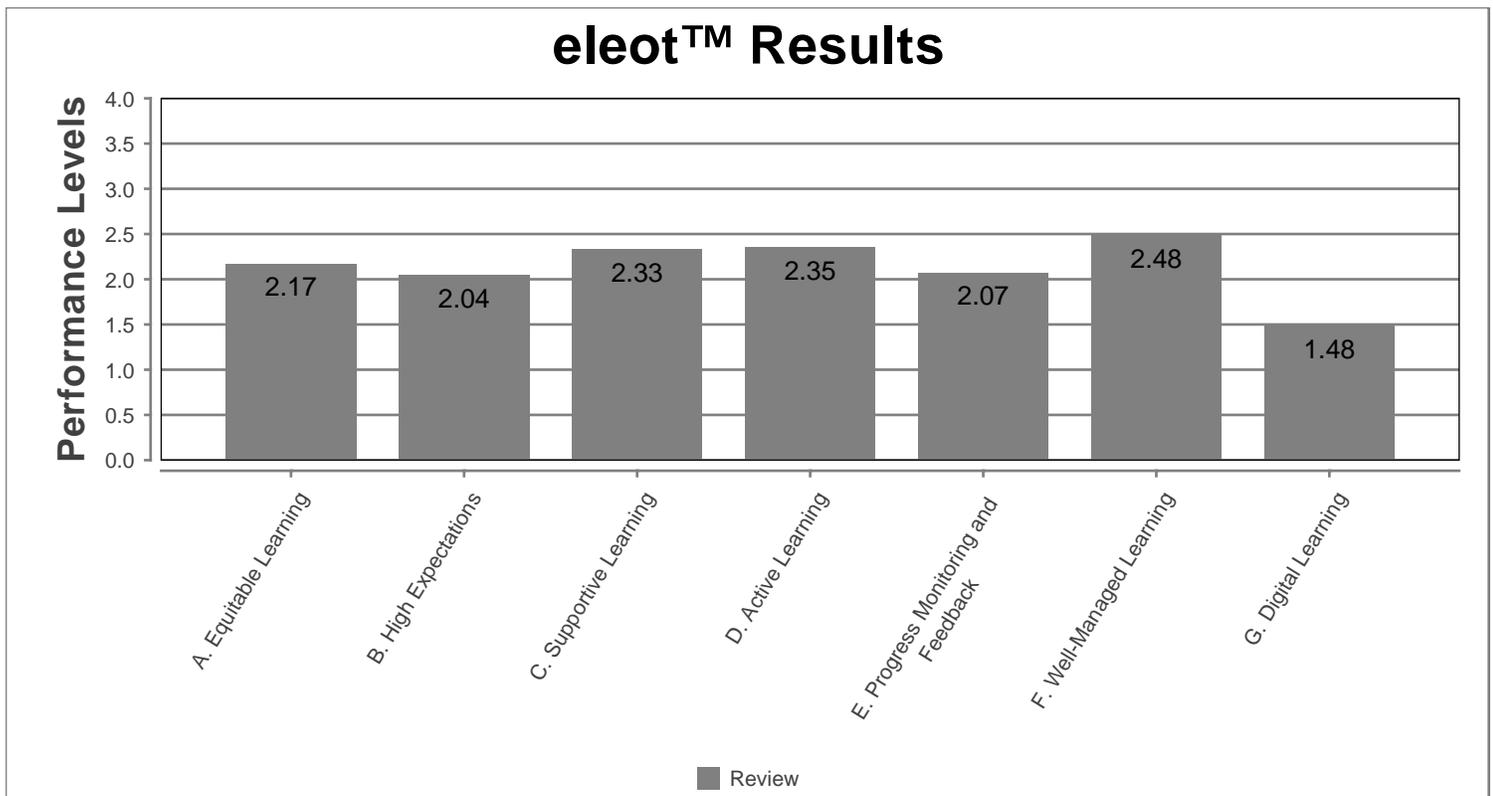
The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

Indicator	Description	Review Team Score
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	1.18
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.	1.36
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	1.55
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.	1.73
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.	1.64

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™.



Ninety-four classroom observations were completed at Bryan Station High School using the Effective Learning Environments Observation Tool™ (eleot™). Classrooms observed represented all grade levels and subject areas. Seven classrooms were not observed due to teacher absences or student assessments scheduled during the Diagnostic Review Team's visit to the school. Ratings on classroom environments through the use of the eleot can range from a 1.00 to a 4.00. The Well-Managed Learning Environment received the highest score with a 2.48 average rating on a 4 point scale. The Active Learning Environment received the second

highest rating, 2.35 on a 4 point scale. The Digital Learning Environment was the lowest rated with a 1.48 on a 4 point scale. The High Expectations Learning Environment had an average rating of 2.04 on a 4 point scale.

During analysis of the classroom environment data, the Diagnostic Review Team noted clear differences between the opportunities provided to students in grade-level core courses and those in advanced courses (e.g., calculus, Advanced Placement history). Additional disparities were noted between core and elective classes. Details for each of the environments are provided below.

Equitable Learning Environment

The Equitable Learning Environment had an overall average rating of 2.17 on a 4 point scale. Students had equal access to classroom discussions, activities, resources, technology, and support (rated 2.77). The support provided to students was primarily in the form of one-to-one directions or re-direction. Students demonstrated knowledge of rules and consequences being consistently applied (rated 2.44), but the Diagnostic Review Team noted several instances of inconsistently applied consequences for non-compliant students, specifically regarding the use of cell phones and head phones in classrooms.

Instances of students being provided opportunities to learn about their own and others' backgrounds or culture (rated 1.54) were evident/very evident in only 13 percent of classrooms. In addition, students rarely had access to differentiated learning opportunities (rated 1.94), which were evident/very evident in just 33 percent of classrooms. The Diagnostic Review Team noted differentiated learning provided to students in classrooms designed for intervention (e.g. Special Education), but few opportunities were evident in core courses.

High Expectations Learning Environment

The High Expectations Learning Environment had an average rating of 2.04 on a 4 point scale. It was evident/very evident that students were tasked with activities that were challenging but attainable in 46 percent of the classrooms (rated 2.39). It was evident/very evident that students were striving to meet expectations established by the teacher in only 41 percent of classrooms (rated 2.29). The Diagnostic Review Team noted large differences between environments in grade-level core course instruction and advanced or accelerated courses. High expectations, student autonomy, and student engagement in lessons were observed in classes for advanced students. Basic instruction (sometimes below grade level) and few opportunities for application, synthesis or analysis of content were observed in core classes.

It was evident/very evident that students were provided with exemplars of high quality work in only 15 percent of classrooms (rated 1.63). Few instances of opportunities to respond to higher order thinking were detected (rated 1.82). Student engagement in rigorous coursework, discussions, and tasks was evident/very evident in just 27 percent of the classrooms (rated 2.06). As noted above, the Diagnostic Review Team observed differences between advanced classes and those at grade level. Additionally, students in visual/performing arts classes were often provided with exemplars to guide their learning, and they applied knowledge and analyzed

their learning. Data from this learning environment supports the need for common instructional strategies provided to all students.

Supportive Learning Environment

The overall rating of the Supportive Learning Environment was 2.33 on a 4 point scale. Students being provided with support and assistance to understand and complete tasks (rated 2.56) was evident/very evident in 56 percent of classrooms. Students demonstrating a positive attitude about the classroom (rated 2.47) was evident/very evident in 55 percent of classrooms.

With an overall rating of 1.99, data revealed that students were seldom provided additional instruction or feedback at the appropriate level. This rating correlates with evidence from Bryan Station High School student surveys, on which only 36 percent of students agreed/strongly agreed with the statement, "All of my teachers change their teaching to meet my learning needs." Additionally, instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs was evident/very evident in only 30 percent of classrooms.

Active Learning Environment

The Active Learning Environment was rated 2.35 on a 4 point scale, indicating that students have opportunities to engage in discussions with teachers and other students on a limited basis. The indicator "has several opportunities to engage in discussions with the teacher and other students" was rated 2.5 on a 4 point scale and evident/very evident in less than half of classrooms observed. It was evident/very evident in 45 percent of classrooms that students were actively engaged in the learning activities. As noted in other areas of the report, the Diagnostic Review Team noticed considerable differences in student activities in core courses and those in elective classes.

Progress Monitoring and Feedback Environment

The Progress Monitoring and Feedback Environment was rated 2.07 on a 4 point scale. Students responding to feedback to improve instruction was rated 2.28 on a 4 point scale. Students were not able to articulate how their work would be assessed (rated 1.81) and they were not regularly provided with opportunities to revise/improve their work based on feedback (rated 1.97). On surveys, 54 percent of students agreed/strongly agreed with the statement, "All of my teachers provide me with information about my learning and grades."

Students were rarely asked or quizzed about their individual progress (rated 2.05). Most of the observations revealed whole-class instruction. Students receiving individual attention from teachers were often seeking clarification of expectations, as noted in the relatively higher ratings for the Supportive Learning Environment.

Well-Managed Learning Environment

The Well-Managed Learning Environment was the highest rated of the seven learning environments at 2.48 on a 4 point scale. Students in some classrooms were observed speaking and interacting respectfully with peers (rated 2.78) and following classroom rules (rated 2.57). To a lesser extent, students were provided opportunities to collaborate and work with others (rated 2.16).

Although the ratings in this environment were relatively high, the Diagnostic Review Team noted several instances of student behavior impacting learning. Several students were observed not attending classes, using cell phones, listening to music during class, and disengaging from the lesson. Attempts by teachers to redirect students were often met with ambivalence or initial compliance followed by students returning to the inappropriate behavior soon after the correction.

Digital Learning Environment

The Digital Learning Environment was rated 1.48 on a 4 point scale, the lowest rating of the seven learning environments. There was little student use of technology tools to conduct research, solve problems, or create original works for learning (rated 1.37) or opportunities for students to communicate and work collaboratively for learning (rated 1.40).

Students were often observed using digital devices, but most of that use was not for learning, as evidenced by their actions being redirected by adults. The observed use of digital devices for learning occurred most often in the accelerated core classrooms, highlighting again the discrepancies between the learning environments experienced by average or low performing students and those in the advanced classes.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.94	Has differentiated learning opportunities and activities that meet her/his needs	9.57%	23.40%	18.09%	48.94%
2.	2.77	Has equal access to classroom discussions, activities, resources, technology, and support	15.96%	51.06%	26.60%	6.38%
3.	2.44	Knows that rules and consequences are fair, clear, and consistently applied	7.45%	45.74%	29.79%	17.02%
4.	1.54	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	1.06%	11.70%	27.66%	59.57%
Overall rating on a 4 point scale: 2.17						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.29	Knows and strives to meet the high expectations established by the teacher	5.32%	35.11%	42.55%	17.02%
2.	2.39	Is tasked with activities and learning that are challenging but attainable	7.45%	38.30%	40.43%	13.83%
3.	1.63	Is provided exemplars of high quality work	2.13%	12.77%	30.85%	54.26%
4.	2.06	Is engaged in rigorous coursework, discussions, and/or tasks	6.38%	20.21%	46.81%	26.60%
5.	1.82	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	3.19%	15.96%	40.43%	40.43%
Overall rating on a 4 point scale: 2.04						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.36	Demonstrates or expresses that learning experiences are positive	6.38%	41.49%	34.04%	18.09%
2.	2.47	Demonstrates positive attitude about the classroom and learning	8.51%	45.74%	29.79%	15.96%
3.	2.26	Takes risks in learning (without fear of negative feedback)	8.51%	29.79%	40.43%	21.28%
4.	2.56	Is provided support and assistance to understand content and accomplish tasks	10.64%	44.68%	35.11%	9.57%
5.	1.99	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	6.38%	23.40%	32.98%	37.23%
Overall rating on a 4 point scale: 2.33						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.50	Has several opportunities to engage in discussions with teacher and other students	13.83%	35.11%	38.30%	12.77%
2.	2.14	Makes connections from content to real-life experiences	12.77%	23.40%	28.72%	35.11%
3.	2.43	Is actively engaged in the learning activities	11.70%	32.98%	41.49%	13.83%
Overall rating on a 4 point scale: 2.35						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.05	Is asked and/or quizzed about individual progress/learning	4.26%	31.91%	28.72%	35.11%
2.	2.28	Responds to teacher feedback to improve understanding	5.32%	34.04%	43.62%	17.02%
3.	2.22	Demonstrates or verbalizes understanding of the lesson/content	4.26%	28.72%	52.13%	14.89%
4.	1.81	Understands how her/his work is assessed	5.32%	20.21%	24.47%	50.00%
5.	1.97	Has opportunities to revise/improve work based on feedback	4.26%	23.40%	37.23%	35.11%
Overall rating on a 4 point scale: 2.07						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.78	Speaks and interacts respectfully with teacher(s) and peers	18.09%	46.81%	29.79%	5.32%
2.	2.57	Follows classroom rules and works well with others	14.89%	37.23%	38.30%	9.57%
3.	2.34	Transitions smoothly and efficiently to activities	9.57%	37.23%	30.85%	22.34%
4.	2.16	Collaborates with other students during student-centered activities	8.51%	31.91%	26.60%	32.98%
5.	2.56	Knows classroom routines, behavioral expectations and consequences	13.83%	40.43%	34.04%	11.70%
Overall rating on a 4 point scale: 2.48						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.67	Uses digital tools/technology to gather, evaluate, and/or use information for learning	10.64%	10.64%	13.83%	64.89%
2.	1.37	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	6.38%	6.38%	5.32%	81.91%
3.	1.40	Uses digital tools/technology to communicate and work collaboratively for learning	4.26%	9.57%	8.51%	77.66%
Overall rating on a 4 point scale: 1.48						

Findings

Improvement Priority

Indicator 3.2 - 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.
(Indicators 3.2)

Evidence and Rationale

Student Performance Data:

As detailed in the addendum to this report, student performance data does not suggest that the current continuous improvement process has clear guidelines to ensure that curriculum, instruction, and assessment are closely monitored and adjusted. Moreover, the existing continuous improvement process does not consistently result in improved professional practice and increased levels of student success. Although student performance increased from 2012-13 to 2013-14 and the Annual Measurable Objective Goal was met, improvement in the core academic program in terms of proficiency was marginal, except in social studies. Fifty-six percent of all students did not reach proficiency in combined reading and mathematics. Sixty-two percent of gap students did not reach proficiency in combined reading and mathematics. Additionally, in the area of college/career readiness for the last school year, Bryan Station High School students continued to score below the state averages on the PLAN and ACT.

In addition, PLAN (preliminary ACT) results for the fall of 2014 reveal a sustained negative trend in all academic areas.

1. The percentage of students meeting English benchmarks in 2014 was 49.50 percent, which is a decrease from 2012 (57.1%) and 2013 (55.90 %).

2. The percentage of students meeting mathematics benchmarks in 2014 was 17.60 percent, which is a decrease from 2012 (18.4%) and 2013 (18%).

Stakeholder Feedback Data:

Thirty-six percent of students agree/strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs."

Sixty-eight percent of parents* agree/strongly agree that "All of my child's teachers provide an equitable curriculum that meets his/her learning needs."

Fifty-one percent of all staff agree/strongly agree with the statement, "All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum."

Fifty-three percent of all staff agree/strongly agree with the statement, "All teachers in our school monitor and adjust curriculum, instruction and assessment based on data from student assessments and examination of professional practices."

*The 20% required minimum response for parents was not met.

Stakeholder Interviews:

District employees indicated that the district has not established systems to provide Bryan Station High School with support in developing high school curriculum maps, instructional processes, or common assessments. Interviewees indicated that the organizational structure of the district office has changed several times over the last four years. These changes have resulted in a lack of consistency in support, communication, supervision, and decision-making about curriculum, instruction, and assessment processes. Additionally, interviewees stated that decisions regarding curriculum and instruction rest within the power of the Director of Improvement/Innovation to which the school is assigned, and with the Site-Based Decision Making (SBDM) council. The lack of clear direction for teachers regarding curriculum and the use of assessment data for decision making was noted as a barrier to change.

Documents and Artifacts:

Review of evidence (e.g., district grading and curriculum policies, district and Bryan Station High School 30-60-90 day plans) did not reveal that plans for high school curriculum, instruction, and assessment exist. There was lack of evidence (e.g., curriculum writing process, education model or delivery system, evaluation criteria relating to prescribed instructional designs and proprietary practices, common assessments, curriculum guides) to prove the existence of a systematic collaborative process that ensures the alignment of curriculum, instruction, and assessment.

Improvement Priority

Indicator 3.4 - 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.

(Indicators 3.4)

Evidence and Rationale

Student Performance Data:

As detailed in the addendum of this report, student performance data does not suggest that a system is established that ensures that district leaders formally and consistently monitor instructional effectiveness and provide teachers with immediate feedback and improvement strategies. Of particular concern is that proficiency delivery targets were not met in reading, mathematics, science, and writing for all students or for students in gap groups. The proficiency delivery target was for 48 percent of students to be proficient or distinguished, but Bryan Station High School only achieved a 43.6 percent proficiency level. For gap students, the proficiency delivery target was 42 percent, but Bryan Station High School's score was 37.9 percent. Additionally, program review results would benefit from implementing a system to formally and consistently monitor instructional practices and provide feedback and differentiated instructional strategies to meet the needs of all students, particularly those students who are academically at-risk (e.g., students with disabilities, English language learners, free and reduced eligible students). The content area of practical living is the only special area that reached proficiency. Arts and humanities and writing are both areas in need of improvement.

As previously discussed, results from the PLAN assessment, administered in the fall of 2014, reveal a negative trend in all academic areas.

Stakeholder Feedback Data:

1. Sixty-six percent of all staff and 65 percent of teachers agree/strongly agree with the statement, "Our school leaders hold all staff members accountable for student learning."
2. Sixty percent of all staff and 60 percent of teachers agree/strongly agree that "Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning."
3. Fifty-four percent of all staff, 75 percent of administrators and 52 percent of teachers agree/strongly agree that, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning."

Stakeholder Interviews:

School and district leaders indicated that the process for monitoring instructional practices at Bryan Station

High School is accomplished through the Kentucky Framework for Teaching, which is how administrators provide feedback to teachers about meeting the learning needs of students. District staff and school leaders conveyed that walkthroughs occurred collaboratively in October of 2014. However, walkthroughs and other means of monitoring classroom instruction are not routinely used to guide instructional improvements.

Documents and Artifacts:

Review of artifacts and evidence (e.g., evaluation plans, Bryan Station High School classroom walkthrough data from October 2014, the Teacher Professional Growth and Evaluation System) failed to confirm the existence of a formal process for monitoring teachers' instructional practices. The absence of data strongly suggests that a limited number of formal processes (i.e., walkthrough data, protocols for reviewing lesson/unit plans, data analysis, etc.) are implemented regularly to monitor and support improvement in instructional practice .

Improvement Priority

Indicator 5.1 - 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 Indicator is also connected to Indicators 5.2 and 5.3).

(Indicators 5.1)

Evidence and Rationale

Student Performance Data:

As detailed in the addendum of this report, student performance data suggests that the system has not been successful in developing, monitoring, and evaluating the effectiveness of a clearly defined comprehensive student assessment system that generates data and information used to guide improvement initiatives focused on student learning and system/school effectiveness. Bryan Station High School (BSHS) met their Annual Measurable Objective (AMO) for the past two years (2012-13 and 2013-14). Except for Algebra II and U.S. History, the percentage of students scoring at proficient/distinguished performance levels on the Kentucky Performance Rating for Educational Progress (K-PREP) End-Of-Course (EOC) assessments is below state averages. Results from 2013-14 indicate that only 27 percent of students performed at proficient or distinguished levels in biology, compared to the state average of almost 40 percent of students scoring proficient or distinguished. Furthermore, except for social studies, scores in content areas did not meet proficiency targets for all students or gap students. Bryan Station High School's failure to meet its 2014 graduation rate goal or college/career readiness target is of particular concern. When compared to the state average for college and career readiness, Bryan Station High School scored 53.9 percent, approximately eight percentage points below the state average of 62.5 percent.

Stakeholder Feedback Data:

1. Sixty-nine percent of staff agree/strongly agree with the statement, “Our school uses multiple assessment measures to determine student learning and school performance.”
2. Sixty percent of staff agree/strongly agree with the statement, “Our school employs consistent assessment measures across classrooms and courses.”
3. Fifty-nine percent of staff agree/strongly agree with the statement, “Our school has a systematic process for collecting, analyzing, and using data.”
4. Fifty percent of all staff and 46 percent of teachers agree/strongly agree with the statement, “Our school ensures all staff members are trained in evaluation, interpretation, and use of data.”

Stakeholder Interviews:

Interviews with district and school level staff revealed an absence of data related to system effectiveness. Instructional staff at Bryan Station High School indicated that they use Kentucky Performance Rating for Educational Progress (K-PREP) data, the Scholastic Aptitude Test (SAT), and some teacher-made assessments to monitor the progress of students. At least one district-level interviewee acknowledged the need for a more thorough student assessment system.

Interviewees stated that they were provided opportunities to attend optional professional development that might occasionally include the use of data to drive curriculum and assessment decisions. However, most interviewees indicated that since it was optional they felt that they did not have to attend, suggesting that teachers are not required to learn to analyze and use data effectively to meet the needs of students or to examine organizational effectiveness.

Documents and Artifacts:

According to the Fayette County Public School District Self-Assessment, the district has not established a district-wide assessment system that includes locally developed assessments to monitor student progress. While some evidence suggests the use of district-supported assessment data (e.g., Educational Planning and Assessment System data) and the Comprehensive District Improvement Plan (CDIP) and Comprehensive School Improvement Plan (CSIP) include student proficiency goals, Fayette County Public Schools has not facilitated or monitored a district-wide common assessment system. Additionally, while district leaders articulated a robust Multi-Tiered System of Supports (MTSS), the Diagnostic Review Team did not observe evidence of its implementation in Bryan Station High School. Documents designed to monitor the implementation of MTSS were incomplete.

The district professional learning plan includes some training on the use and interpretation of data, primarily for Measures of Academic Progress (MAP), but a record of staff members who attended the training was not available for review.

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.	1.82
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.	1.36
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.	1.82
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.	1.82

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.	1.91
2.2	The governing body operates responsibly and functions effectively.	1.73
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.	2.00
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	1.91
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	1.82
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	1.45

Findings

Improvement Priority

Indicator 1.2 - 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.

(Indicators 1.2)

Evidence and Rationale

Stakeholder Feedback Data:

Survey data does not suggest that district expectations, supports, and monitoring have been effective in ensuring that the Bryan Station High School engages its stakeholders in a collaborative process to establish and effectively communicate a purpose and direction for improving student success.

Sixty-six percent of students agree/strongly agree with the statement, "In my school, the purpose and expectations are clearly explained to me and my family."

Seventy-two percent of parents* agree/strongly agree with the statement, "Our school's purpose statement is clearly focused on student success."

Fifty-two percent of parents* agree/strongly agree with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from parents."

Sixty-six percent of teachers surveyed agree/strongly agree with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from stakeholders."

Sixty-seven percent of teachers agree/strongly agree with the statement, "Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body."

[*The 20 percent required minimum response for parents was not met.]

Stakeholder Interview Data:

While Bryan Station High School recently adopted a new mission and vision to align with district goals, stakeholders could not consistently articulate the school's stated purpose for student success. Interview responses from key internal stakeholders indicate that staff members work hard to improve outcomes for students on a daily basis. There are ample human resources available at the school and a multitude of support programs have been initiated. Additional support for the school has been provided through a district liaison. There is little evidence to indicate that the roles and responsibilities for this job have been formalized, but the position has been used to support professional learning and grant writing, among other responsibilities.

Initial Professional Learning Community (PLC) work supports teacher collaboration. However, the time allotted for PLCs is comparatively brief (i.e., 20-30 minutes each week), and some stakeholders noted that work intended to support the continuous improvement process at Bryan Station High School continues to occur in isolation. According to some stakeholder interviews, this isolated work fosters misunderstandings and misconceptions by various role groups who do not speak a common continuous improvement language (e.g., varied articulated definitions of terms such as interventions, student engagement, or instructional strategies. Some stakeholder interviews revealed that instructional components such as curriculum, common assessments, and Response to Intervention (Rtl) are disconnected. These varied interpretations do not align with or support the overarching mission, vision, and purpose statements of Bryan Station High School.

Documents and Artifacts:

Review of documents and artifacts did not reveal clear or consistent expectations or processes to support a collaborative, systematic, inclusive or comprehensive process for review, revision, and communication of a purpose for student success.

The Fayette County Public School's strategic plan and Comprehensive District Improvement Plan (CDIP) include mission and vision statements and provide information on how these statements will ideally be operationalized at the district level. However, limited evidence was provided to demonstrate how the district would support implementation of these processes and practices to help schools collaboratively craft or support the beliefs and the mission and vision statements of Bryan Station High School. The Rtl Implementation Manual for grades K-12 established a process for implementing tier 1 and tier 2 instructional strategies at the school level. The Bryan Station High School's Comprehensive School Improvement Plan provided the school's purpose statement and also ancillary information related to the school's mission, vision, and core values.

District Policy 01.111, Powers and Duties of the Board of Education, supports the involvement of all levels of leadership in the improvement process as evidenced by the following excerpts:

"Each school council shall annually report to the Board progress made toward achieving the goals and desired outcomes and meeting the needs identified in their SIP, including those resulting from the Review of Achievement Gap Plans."

"By February 1st in odd-numbered years, the school-based decision making council, or the Principal if there is not a council, with the involvement of parents, faculty, and staff shall set the school's biennial targets for eliminating any achievement gap and submit them to the Superintendent/designee for consideration."

Improvement Priority

Indicator 2.2 - 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.

(Indicators 2.2)

Evidence and Rationale

Stakeholder Feedback Data:

Fifty-two percent of parents* surveyed agree/strongly agree with the statement, "Our school's governing body operates responsibly and functions effectively."

Sixty-six percent of staff agree/strongly agree with the statement, "Our school's governing body or school board complies with all policies, procedures, laws, and regulations."

[*The 20% required minimum response for parents was not met.]

Stakeholder Interviews:

In interviews, several members of the Fayette County School Board were not able to clearly define the Board's role in supporting improvement in the instructional program at Bryan Station High School. Board members articulated an awareness of the resources that were targeted for the school, but specific goals, strategies, and processes were not clearly stated.

Interviews also revealed that a consistent process for handling stakeholder concerns has not been adopted or agreed upon by members of the governing body. School Board members indicated that former superintendents had varying preferences for addressing stakeholder concerns, which confirmed the lack of a formal structure.

According to interviews, members of the Fayette County School Board currently meet their required hours of training for certification. However, they do not receive Professional Development at state or national conferences due to budgetary concerns.

Documents and Evidence:

Governing Board policy BH, revised January 2011, addresses specific conduct of Board Members. Conduct for Board Members includes expectations for becoming informed about current educational issues through study and training and communicating in a respectful, professional manner.

A log of professional learning experiences by Board members confirms that all of the seated board members completed their required training for 2014 in Ethics, Finance, and Superintendent Evaluation. Two Board members have completed the required training for Ethics and Finance, one Board member has completed the required training for Ethics, and two Board members have not completed any required training for 2015.

Improvement Priority

Indicator 2.6 - 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 is also related to Indicators 3.3 and 3.6).

(Indicators 2.6)

Evidence and Rationale

Student Performance Data:

As detailed in the addendum to this report, student performance data suggests that the district is still in the early stages of implementing and monitoring the Danielson Framework for Teaching as a process to ensure instructional staff members are improving professional practice and that student achievement is increasing. In addition, results from PLAN testing administered in the fall of 2014 reveal a sustained negative trend in all academic areas. For example, the percentage of students meeting English benchmarks in 2014 was 49.50 percent, which is a decrease from 2012 results (57.1%) and 2013 results (55.90 %).

Stakeholder Feedback Data:

Fifty-six percent of students agree/strongly agree with the statement, "My school provides me with challenging curriculum and learning experiences."

Fifty-three percent of students agree/strongly agree with the statement, "All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed."

Only 36 percent of students agree/strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs."

Fifty-six percent of parents* agree/strongly agree with the statement, "All of my child's teachers use a variety of teaching strategies and learning activities."

Sixty-seven percent of parents* agree/strongly agree with the statement, "My child is given multiple assessments to measure his/her understanding of what is taught."

Sixty percent of staff agree/strongly agree with the statement, "Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning."

Fifty-four percent of staff agree/strongly agree with the statement, "Our school's leaders ensure all staff

members use supervisory feedback to improve student learning.”

Sixty-one percent of teachers agree/strongly agree with the statement, “All teachers in our school use a process to inform students of their learning expectations and standard of performance.”

Forty-three percent of teachers agree/strongly agree with the statement, “All teachers in our school provide students with specific and timely feedback about their learning.”

[*The 20% required minimum response for parents was not met.]

Classroom Observation Data

As discussed previously in this report, classroom observations revealed disparities in the learning experiences of students across the school. Diagnostic Review Team members noted considerable differences between the environments of grade-level classes and those for accelerated students. Additionally, elective classes, such as the visual and performing arts, provided students with higher-order thinking opportunities, engaging lessons, and well-managed classrooms.

Core-content instruction within grade-level classrooms seldom provided students with instruction using research-based instructional strategies, differentiation, or opportunities to improve their work based on feedback from the teacher, etc.

Classroom observation data does not suggest the consistent implementation of a well-defined instructional process with regard to differentiation, use of exemplars of high quality work, rigorous and challenging coursework, and use of strategies that require the use of higher order/critical skills.

Classroom observation data collected for the Fayette County Diagnostic Review in March 2015 shows little or no improvement in the quality and effectiveness of Bryan Station High School’s learning environments since March 2014. For example, the Equitable Learning Environment, which received a rating of 2.1 in 2014, was rated 2.17 in 2015. The High Expectations Learning Environment, which received a rating of 2.2 in 2014, was rated 2.04 in 2015.

Stakeholder Interviews:

While many stakeholders noted extensive Professional Growth and Effectiveness System (PGES) training at the school level, stakeholders could not articulate a regular, systematic district-led walkthrough process from which teachers received written feedback for improving instructional practices. The school has partially implemented Kagan Structures to improve student engagement and performance. However, the extent to which Kagan Structures are systematically supported and monitored by school or system leaders is not apparent based on interviews. No other consistent, formalized monitoring of an instructional process was evident.

Documents and Artifacts:

A review of documents and artifacts revealed a roll out process for Kentucky's Professional Growth and Effectiveness System (PGES) at the district and school levels. Additionally, evaluation policies and procedures exist. Only one set of eleot™ classroom observation data from the fall of 2014 was presented to the Diagnostic Review Team. According to interviews and artifacts, eleot™ observation data are the only walkthrough data that the school is collecting. However, a description of how the eleot™ data was used to guide improvement in instructional processes, student performance, etc., was not provided. There was a lack of evidence to illustrate that the district and school leadership regularly and systematically monitors the school's instructional process through walkthrough observations. There was no evidence that expectations for common instructional strategies exist. Explanation of the district-led common assignment initiative states, "common assignments are designed as formative assessment lessons or products." The process for implementing common assignments is in the infancy stage. Documentation for the process and the timeline were provided as evidence.

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.	2.00
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	2.09
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	2.64
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	1.91
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	2.00

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.	2.55
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.	2.00
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.	1.82

Conclusion

Fayette County Public School district has adequate financial resources available through a healthy property tax base and the work of the governing board to consistently approve the maximum state allowed increase in funding each year. In 2008, county tax payers approved a permanent five-cent increase in property tax to support new construction and renovation projects for each of the older buildings within the school district.

Renovations for Bryan Station High School were completed in 2003. The school has state-of-the-art classrooms, laboratories, performing arts facilities, and technology infrastructure. The district has communicated and provided some resources for facility updates with the stated intent of fostering an inviting and safe learning environment to support student success.

Personnel resources have been allocated to Bryan Station High School in the form of a district liaison. There is no defined role for this position, but the duties have included staff development, grant writing, and coordination of district-level resources. The position is funded through a combination of School Improvement Grant funds and district resources. In addition, Bryan Station High School has human resources available through an assigned coach to assist and train teachers in the implementation of the Professional Growth and Effectiveness System (PGES) evaluation process and through access to a Family-Community Liaison.

Bryan Station High School is assigned to one Director of Improvement/Innovation who provides oversight and support for the school. The nature of the oversight and the results of these efforts were not apparent in the evidence provided. Interviews with staff at both the school and the district levels revealed inconsistencies in the defined roles, responsibilities, and authority of the Directors of Improvement/Innovation. One interviewee questioned the district's ability to bring about change to Bryan Station High School without a clearly defined district-level process and protocol for the implementation and evaluation of services to schools.

The district has the benefit of a multitude of community partnerships, including nearby universities and colleges, businesses, and faith-based organizations. Through interviews and a review of evidence, no formal structure for organizing and using these benefits was found. Some community member interviewees expressed frustration in their failed attempts to get their services to their targeted students and families. Comments from community members indicated a desire to ensure the improved performance of Bryan Station High School, but that a lack of clearly defined procedures for providing assistance may be impeding results.

A Director of Curriculum and Assessment has been charged with designing and approving curriculum materials for the district's schools. Curriculum mapping for core subjects in grades kindergarten through eight has been completed. There are plans to work on the high school core subject curriculum this summer. The goal is to complete model syllabi and common assignments for each core subject area. Teachers and leaders at both the district office and Bryan Station High School indicated that the selection of curriculum materials was at the discretion of the Site-Based Decision Making Councils, and that the district curriculum office had little authority to require anything. Additionally, information from interviews of district and school leaders revealed that the district leadership team is organized in a manner that does not provide authority to the Curriculum and Assessment department.

Although School Board members articulated a commitment to their roles, evidence suggests that members are not in agreement regarding the manner in which they are to execute their duties. Board members were not able to articulate a clear understanding of the Board's role in the district and school improvement processes. Board members were inconsistent in describing the manner in which they address community complaints or issues, and individual Board members varied in their beliefs about the extent to which they should hold each other accountable for their actions as Board members. All Board members have participated in the required training for Ethics, Finance, and Superintendent Evaluation for 2014 and prior years. In 2014, the district experienced several tumultuous events, including a financial audit and the departure of key leadership personnel, including the superintendent. These events have been well publicized in the community.

Fayette County School district has established a motto, "It's About Kids." Leaders at all levels of the system readily use the motto, which has served as a publicity campaign for the school district. A systematic process for reviewing and updating the district mission and vision statements and setting aligned goals is accomplished primarily through the process for developing the required Comprehensive District Improvement Plan. However, the process is not formalized and does not include representation from all stakeholder groups. Further, little evidence exists to confirm that concerted efforts to monitor and adjust the annual goals occur. Documentation of progress toward achieving district goals was incomplete.

Bryan Station High School staff reviewed and revised their vision, mission, and belief statements in 2013. The school has a current Comprehensive School Improvement Plan (CSIP) as required by the Kentucky Department of Education, but little evidence was presented to indicate that CSIP goals are adequately communicated to stakeholders, including staff at the school. Fayette County Public Schools does not have a process to support individual schools in the development or implementation of the school improvement plan. Interviewees at the district and school level were unable to articulate the mission, purpose, and goals of the school, and records to indicate that the goals are monitored were not provided.

Bryan Station High School has a functioning Site-Based Decision Making Council (SBDM). Evidence reveals that members have participated in the mandatory SBDM training. The SBDM-adopted governing policies are generic and often lack the specificity necessary to address the needs of Bryan Station High School. Evidence from interviews and documents revealed mixed information regarding the functions of the Council and its involvement in the monitoring of improvement.

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

Improvement Priorities

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

- Indicator 1.2 - 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.
- Indicator 2.2 - 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.
- Indicator 2.6 - 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 is also related to Indicators 3.3 and 3.6).

- Indicator 3.2 - 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.
- Indicator 3.4 - 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.
- Indicator 5.1 - 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 Indicator is also connected to Indicators 5.2 and 5.3).

Addenda

Team Roster

Member	Brief Biography
Dr. Barbara J Remondini	Dr. Remondini is the Vice President of Accreditation - Public School Systems for AdvancED. Prior to this assignment, Barbara served as Assistant Superintendent in the J.O. Combs Unified School District, San Tan Valley, AZ, where she was responsible for the Human Resources, Curriculum and Instruction, and Professional Development Departments. From 2001 to 2010, Dr. Remondini was the Principal of Brimhall Jr. High in Mesa, AZ. From 1996 to 2001, Dr. Remondini served as the Assistant Principal of Lynn Middle School in Las Cruces, New Mexico. Barbara has taught grades 4-7, specializing in Math and Science. She earned her Bachelor of Science in Elementary Education, Master of Arts in Curriculum and Instruction and Ph.D. in Educational Administration, all from New Mexico State University. She is currently an adjunct faculty member for Northern Arizona University in the Educational Leadership Department.
Dr. Tom A. Stewart	Dr. Stewart is an Education Recovery Leader for the Kentucky Department of Education. He currently serves nine Focus Districts. A former university professor, public school district administrator (with an emphasis on supervision of curriculum, instruction, and assessment), and public school teacher (secondary English, middle school language arts, and elementary language arts/practical living), he has approximately 20 years experience serving schools and school districts in Kentucky.
Mr. Larry D. Bailey	Mr. Larry Bailey presently serves as Principal of J.B. McNabb Middle School in Montgomery County. He has accrued 16 successful years of experience as an educator, with the last eight as an administrator. He most recently served as Principal of O.T. Bonner Middle School in Danville, Virginia. Mr. Bailey received his Bachelor of Science in Education from West Virginia State College, and his Master of Education in Educational Leadership from High Point University.
Dr. Kimberly Banta	Teacher for 7 years, Asst. Principal for 5 years, High School principal for 10 years. Currently an Assistant Superintendent in charge of Transportation, Student Nutrition, KECSAC, Classified personnel.
Mr. Charles C Davis	<p>Charles C. Davis, Jr. is the Coordinator, of the Equity and Inclusion Unit of the Department of Diversity, Equity and Poverty Programs for Jefferson County Public Schools. In this role, he is responsible for cultural competency training, minority teacher recruitment, the JCPS Minority Vendor program and all data communication as it relates to diversity within the district.</p> <p>A native of Dayton, Ohio native, Charles earned his Bachelor's degree in History from Eastern Michigan University, a Master of Education degree from Antioch University McGregor and is currently pursuing his Doctorate in Education at the University of Louisville.</p>
Mr. Tim Melton	Tim Melton is currently the Principal at Knox Central High School in Barbourville, Kentucky. Tim has served as a high school math teacher, curriculum specialist and assistant principal.

Member	Brief Biography
Dr. Marco A Munoz	<p>Marco A. Muñoz is an evaluation specialist with the Jefferson County Public Schools (JCPS) in the Division of Data Management, Planning, and Program Evaluation since 1999. He is responsible for the Data Management & Research Department, an office in charge of the districtwide Classroom Assessment System and Community Access Dashboard for Education (CASCADE), College and Career Readiness Dashboard (CCRD), Schools Data Books, School Profiles, internal-external Data Request Management System (DRMS), Comprehensive School Surveys (CSS), and institutional research and evaluation. Recipient of the 2011 University Council for Educational Administration (UCEA) "Excellence in Educational Leadership Award," the 2008 National Staff Development Council (NSDC) Best Evaluation Award, and the 2001 American Evaluation Association (AEA) "Marcia Guttentag Award" for his contribution on school district evaluation. He is the past President of the Consortium for Research in Educational Accountability and Teacher Evaluation (CREATE) and the author of numerous publications in refereed journals. He is an adjunct faculty with the University of Louisville in the area of methods, statistics, measurement, evaluation, and action research. He earned a superintendent certification and his doctoral degree in education at the University of Louisville. He earned his B.A. in philosophy at the Universidad Centroamericana (UCA) focusing on the work of Friedrich Nietzsche.</p>
Mrs. Linda Rains	<p>Mrs. Linda Rains is presently completing her 27th year as an educator in Kentucky. Currently, Mrs. Rains is assigned as an Education Recovery Leader by the Kentucky Department of Education. Mrs. Rains has had a prolific career in education where she served as a classroom teacher, a building level principal, a district level supervisor and director of curriculum, instruction and assessment. Mrs. Rains has also had opportunities to work specifically in the content of mathematics as a regional consultant and as an Education Recovery Specialist.</p>
Mrs. Billie Travis	<p>Billie Travis is on MOA (Memorandum of Agreement) from Scott County Schools to the Kentucky Department of Education where she currently serve as an Educational Recovery Specialist in the area of Mathematics at Westport Middle in Jefferson County. Her previous experience includes teaching in the middle school classroom for 26 years. She also served in the Scott County School District as a curriculum resource teacher for three years at Royal Spring Middle School, Georgetown, KY. She is now in her sixth year with KDE where she has worked with middle and high schools throughout KY.</p>
Mrs. Margo Whisman	<p>Margo Whisman is currently the assistant principal at Shelby County High School. Margo has served as a middle school teacher, middle school associate principal, Director of Student Services for Anderson County, and Secondary Instructional Supervisor for Shelby County Schools.</p>
Dr. Beverly J Winsch	<p>Dr. Winsch is an evaluation specialist for Jefferson County Public Schools (JCPS). She has evaluated a wide array of programs and provided district support to schools for the past 12 years. She has over 25 years of experience in developing/validating data collection processes and data collection tools; teaching stakeholders data interpretation skills; performing advanced statistical analyses; and facilitating program implementation. She has served as the lead evaluator of state and federally funded educational programs and as a key writer for large-scale evaluation proposals. Past projects for which Dr. Winsch has served as the lead investigator include: PEP program (student physical fitness, health behaviors, academic performance, teacher development), School Nurse Pilot (student health and academics), Women's Educational Equity Access Program (math, science, technology performance and career interest), Kentucky Science Center programs (teacher development, academic performance) Math/Science Program (teacher development, academic performance), and AmeriCorps (mentoring). Dr. Winsch also has experience serving on an accreditation team for Fayette County. Currently, her primary focus is on evaluating the impact of school support systems on student wellness, behavior, and academic outcomes.</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. Leadership Assessment Addendum
2. Student Performance Data Analysis
3. Survey Summary Plus/Delta
4. Diagnostic Review Team Schedule



2014 - 2015 LEADERSHIP ASSESSMENT/DIAGNOSTIC REVIEW ADDENDUM

The purpose of this addendum is to provide feedback on progress made in addressing identified deficiencies from the 2013-2014 Leadership Assessment/Diagnostic Review Report for Fayette County Schools.

Improvement Priority 1

Indicator 1.2	2013-14 Team Rating	2014-15 District Rating	2014-15 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	2	1.3

1.2 Improvement Priority (2013-14)	District Evaluation	Team Evaluation
Create and implement policies that clearly establish expectations for individual schools to systematically engage in a process to review, revise and communicate a school purpose for student success. Ensure that these processes are inclusive of all stakeholder groups.		
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>District Evidence:</p> <ul style="list-style-type: none"> ➤ CSIP Guidance Document ➤ All CSIPs posted on district/school website ➤ KASC Review of BSHS SBDM Policies ➤ District PLC Training at Principal Retreat (PowerPoint) ➤ MS/HS Training on PLC Process (Plan/Do/Study/Act) ➤ District MTSS Handbook and Process ➤ FCPS Certified Evaluation Handbook ➤ District PPGES Trainings/Schedule/Evaluation Documents ➤ District Student Code of Conduct ➤ Strategic Data Project ➤ School Mission Statement
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- SBDM Approval of Mission/Vision Statement
- School Comprehensive Improvement Plan
- IAKSS Support of Revision Process at School Level
- SBDM Bylaws and Policies
- Encouragement of BSHS Committee Meetings, Agendas, Minutes posted
- Support of SAT Team structure and meetings
- PLC Process
- School Handbook

District Supporting Rationale:

- Our district team worked to revise and communicate our mission and vision statements over the past two years.
- We aligned the school and district planning processes, with coordinated goals of the district and schools.
- The MTSS Handbook is a guidebook for our schools to coordinate and document the work of supporting students needing interventions. The MTSS Handbook was a long-term, district-wide, collaborative effort.
- The PGES rollout across the district was a coordinated effort to ensure a consistent message was shared with everyone involved.
- The district supported a KASC review of BSHS bylaws and policies.
- The district initiated the Strategic Data Project and last year completed the Spending Money Smartly Initiative, with an emphasis on Academic Return on Investment (AROI).

Team Evidence:

- Stakeholder Interviews
- Comprehensive District Improvement Plan
- Bryan Station High School Comprehensive School Improvement Plan
- Mission, vision, motto statements of Bryan Station High School
- Fayette County Public School district strategic plan
- District Response to Intervention (RtI) implementation manual

Team Supporting Rationale:

Bryan Station High School stakeholders articulated a formalized process through which the school revised its purpose statement to communicate a vision for student success. The school's mission, vision, and motto statements are visible in classrooms, although they are not readily visible on the school's website. School leadership regularly communicates the motto during morning announcements. However, interviews, review of documentation, and other data revealed little evidence to suggest that district leadership supported Bryan Station High School's purpose statement revision process. There is a lack of evidence to suggest that the mission, vision, or motto statements guide the continuous improvement process at the district or school levels.

Improvement Priority 2

Indicator 3.2	2013-14 Team Rating	2014-15 District Rating	2014-15 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	2	1.27

3.2 Improvement Priority (2013-14) Develop and implement a continuous improvement process that has clear guidelines to ensure that curriculum, instruction and assessments are closely monitored and adjusted based on student performance data.	District Evaluation	Team Evaluation
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>District Evidence:</p> <ul style="list-style-type: none"> ➤ District Grading and Curriculum Policies ➤ School Report Cards – State Assessment Data ➤ End of Course Exam Data ➤ Explore/PLAN/ACT Data ➤ College and Career Readiness Data ➤ District Process for Program Review ➤ BSHS PLC Process Guidelines for Data Analysis ➤ BSHS Quarterly Reports ➤ BSHS 30-60-90 Day Plans and Monitoring ➤ District Instructional Team Realignment ➤ Professional Development on Multi-Tiered System of Supports ➤ District-wide PGES modules and support
<p>District Supporting Rationale:</p> <ul style="list-style-type: none"> ➤ The district team led a K-8 curriculum mapping process, with plans for 9-12 work to be completed in summer 2015. ➤ The district has guided the rollout of the PGES process, with monthly administrator training and support for the TPGES and PPGES tracks.

- The district staffing plan placed a PGES administrative coach at each school to support the coaching and evaluation of teachers. The Curriculum/Assessment team leads one to two monthly trainings with the group to ensure consistency in practices and to develop leadership and problem-solving capacity across the district.
- The district curriculum director led professional development for principals and curriculum leaders in data analysis and the PDSA process.
- A district-wide MTSS conference was conducted in order to ensure consistency in the rollout of the MTSS process across the district.

Team Evidence:

- K-PREP student assessment data
- Measures of Academic Progress (MAP) data
- Educational Planning and Assessment System (EPAS) data
- 30/60/90 day plans
- Stakeholder interviews
- District self-assessment
- Stakeholder survey results
- Comprehensive District Improvement Plan (CDIP)
- Comprehensive School Improvement Plan (CSIP)
- Fayette County School System District Level Support List
- eleot classroom walkthrough results
- Student performance data

Team Comments:

Fayette County Public Schools has made efforts toward an aligned curriculum document for grades K through 8. The district ensures the availability of Measures of Academic Progress (MAP) data, Educational Planning and Assessment System (EPAS) data, and student performance data resulting from state-required assessments (e.g., End of Course, K-PREP). However, no consistent, formalized high school curriculum maps currently exist. Additionally, while the district is currently developing common assignments for the stated purpose of providing a classroom-level formative assessment process, no district led, supported, or monitored common assessment efforts are currently underway. Interviews, survey data, classroom observations, and other documentation do not indicate that the district has established effective processes to monitor and adjust curriculum, instruction, and assessment practices.

The eleot™ classroom observation data collected for the Fayette County Diagnostic Review in March 2015 shows little to no improvement in the quality and effectiveness of the school's learning environments since the last diagnostic review conducted in March 2014. For example, the Equitable Learning Environment, which received a rating of 2.1 in 2014, was rated 2.17 in 2015. The High Expectations Learning Environment, which received a rating of 2.2 in 2014, was rated 2.04 in 2015. The Active Learning Environment, which received a rating of 2.3 in 2014, was rated 2.35 in 2015.

Improvement Priority 3

Indicator 3.4	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1	2	1.09

3.4 Improvement Priority (2013-14) Implement a system for school and district leaders to formally and consistently monitor instructional practice and provide teachers with immediate feedback and improvement strategies to meet the needs of all students.	District Evaluation	Team Evaluation
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>District Evidence:</p> <ul style="list-style-type: none"> ➤ Certified Evaluation Plan ➤ TPGES Trainings ➤ KAGAN Training ➤ Systems Trainings ➤ BSHS ELEOT Walkthrough Data from October 2014 ➤ SIG Liaison Support for BSHS Classroom Walkthroughs ➤ PLC Planning Process for Data Analysis
<p>District Supporting Rationale:</p> <ul style="list-style-type: none"> ➤ The district has guided the rollout of the PGES process, with training and support for the TPGES and PPGES tracks. ➤ The district curriculum director led professional development for principals and curriculum leaders in data analysis and the PDSA process. ➤ The district has made available training in KAGAN engagement strategies. BSHS focused on increasing student engagement by training for the entire staff in 2013, with intentional walkthroughs to monitor use of strategies. ➤ The school director and SIG Liaison have participated in the year-long NISL training with Mike Henderson. ➤ A district team completed walkthroughs of all classrooms at BSHS using the ELEOT document in fall 2014.

- The district has initiated Service Team Plans for seven of the district's lowest performing schools.
- The Literacy Design Collaborative (LDC) work has continued to expand across the district. BSHS teachers have been included and encouraged in this process.

Team Evidence:

- Comprehensive School Improvement Plan
- Comprehensive District Improvement Plan
- Fayette County Public Schools District Support List
- Kagan Cooperative Structure professional learning
- eleot™ data
- Student performance data

Team Supporting Rationale:

While many stakeholders noted extensive Professional Growth and Evaluation System (PGES) training at the school level, stakeholders could not articulate a regular, systematic district-led walkthrough process through which teachers receive immediate feedback for improving instructional practices. Additionally, district leaders noted available professional development for Kagan Cooperative Structures, but some staff members noted an absence of monitoring of the process. No other consistent, formalized instructional process was noted or evident. One round of eleot™ classroom observation data was provided in artifacts. However, no other evidence (e.g., differentiated classroom instruction during observations, a process for providing feedback) suggested that district leadership regularly and systematically monitors instructional practices for the purpose of improving teacher effectiveness in meeting student learning needs.

Processes for the review and analysis of instructional effectiveness beyond direct classroom observation, (i.e., review of lesson/unit plans, examination of student work, review and analysis of interim or common assessment data, etc.) were also not evident based on interviews, review of documents and artifacts, or from classroom observation and performance data.

Little to no improvement in the quality and effectiveness of the learning environments is evident based on a comparison of eleot™ classroom observation data collected for the Fayette County Diagnostic Review in March 2015 with eleot™ data collected in March 2014.

As detailed in the addendum to this report, student performance data does not suggest consistent improvement across all areas of the school.

As illustrated in the table below, PLAN results from the fall of 2014 reveal a sustained negative trend in all academic areas.

PLAN Benchmarks	2011-12	2012-13	2013-14
English	57.1	55.9	49.5
Mathematics	18.4	18.0	17.6
Reading	34.4	40.0	32.4
Science	16.2	13.0	12.5

Improvement Priority 4

Indicator 3.9	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
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	3	2

3.9 Improvement Priority (2013-14)	District Evaluation	Team Evaluation
Develop and implement a structure that ensures all students are well known by at least one adult advocate who supports that student’s educational experience. Ensure that the structure allows long-term interaction between students and school personnel allowing them to build strong relationships over time.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

<p>District Evidence:</p> <ul style="list-style-type: none"> ➤ Customer Service ➤ Operation Preparation ➤ BSHS Student Data Notebooks ➤ BSHS Advisor/Advisee Program ➤ MS/HS Data Cards Prototypes ➤ BSHS Schedule for Interventions/Advisory ➤ BSHS Support with Missing Piece ➤ Parent Involvement Logs

District Supporting Rationale:

- The district supports the Customer Service projects at the schools, which include home visits and Move-Up days.
- The district Family Liaison and SIG Liaison have worked extensively with Bryan Station High School this year to complete the Missing Piece training and implementation.
- The BSHS schedule supports an Advisor/Advisee program that allows for small group counseling, data notebooks, and ILP completion. The district funded a pilot program in 2013-2015 that aided the school in the initiation of the advisory program.
- The school directors are working with the individual middle and high schools in developing school data cards for student ownership of data monitoring.

Team Evidence:

- Bryan Station High School master schedule
- Stakeholder Interviews
- Stakeholder survey data

Team Supporting Rationale:

Bryan Station High School has implemented a weekly advisory period. However, interviews with students and staff suggest that this advisory period is not yet being fully utilized for its intended purpose of small group counseling and instead is primarily utilized for logistical and other “homeroom-type” details (e.g., passing out progress reports). Initiatives supporting the completion of this improvement priority are in early stages.

Stakeholder survey data does not suggest that the school has been effective in establishing a structure that ensures that all students are well known by at least one adult in the school.

Sixty -four percent of staff strongly agree/agree with the statement, “A formal structure exists so that each student is well-known by at least one adult advocate in the school who supports that student’s educational experience.”

Forty-five percent of students agree/strongly agree 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.”

The district provides a variety of staff to support a formal process for adult-student relationships, including a family and community liaison, social worker, and guidance counselors. These structures provide a framework that can be leveraged to fully implement a formal process for supporting students.

Improvement Priority 5

Indicators 5.1/5.2	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
5.1 The system establishes and maintains a clearly defined and comprehensive student assessment system.	1	2	1.18
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	2	1.36

5.1/5.2 Improvement Priority (2013-14)	District Evaluation	Team Evaluation
Further develop, monitor, and continuously evaluate the effectiveness of a clearly defined comprehensive student assessment system that is used to generate data and information to guide improvement initiatives focused on student learning as well as system effectiveness.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	
There is little or no evidence that this Improvement Priority has been addressed.		X

<p>District Evidence:</p> <ul style="list-style-type: none"> ➤ FCPS Assessment Plan ➤ Intentional Rollout of District-wide PGES ➤ Administrator and PGES Coach Trainings ➤ PDSA Process ➤ Program Review Scoring Process and Oversight ➤ Equity Scorecard ➤ Gap Presentations to the Equity Council and Board of Education ➤ Assessment Work Group initiated to study district processes
<p>District Supporting Rationale:</p> <ul style="list-style-type: none"> ➤ The district supports the schools in their use of MAP as universal screener for the MTSS process. ➤ The district has supported the initiation of support Service Teams at the lowest performing schools. ➤ The district has developed a comprehensive MTSS plan and provided training on the implementation and use of the processes.

- School administrators are supported in the analysis of their school achievement and behavioral data, with the Equity Scorecard helping focus our efforts on closing the gaps.
- The district PGES coaches have been supported with twice monthly trainings on the effective analysis and use of data.

Team Evidence:

- Stakeholder Interviews
- MTSS
- Observations
- Stakeholder survey data
- CSIP
- CDIP

Team Supporting Rationale:

Fayette County Public Schools ensures the availability of Measures of Academic Progress (MAP) data, Educational Planning and Assessment System (EPAS) data, and student performance data resulting from state-required assessments (e.g., End of Course, K-PREP). Additionally, some school stakeholders articulated a process for the development and/or use of school-based common assessments. No district-led, supported, or monitored process for common assessments currently exists. Additionally, while district leaders articulated a robust Multi-Tiered System of Supports (MTSS), the Diagnostic Review Team did not observe evidence of its implementation at Bryan Station High School.

Survey data does not suggest that the district has been effective in establishing new practices that ensure data is consistently collected, analyzed, and used to inform improvement in curriculum, instruction, and assessment practices.

Sixty seven percent of Bryan Station High School staff agree/strongly agree with the statement, "Our school uses multiple assessment measures to determine student learning and school performance."

Sixty one percent of Bryan Station High School staff agree/strongly agree with the statement, "Our school employs consistent assessment measures across classrooms and courses."

Fifty nine percent of Bryan Station High School staff agree/strongly agree with the statement, "Our school has a systematic process for collecting, analyzing, and using data."

Student Performance Team Worksheet Template Bryan Station High School – Fayette County

School Performance Results Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2013-2014	55.2	56.2	62.6	Yes	Yes	No
2012-2013	47.7	48.7	52.9	Yes	Yes	No

<u>Plus</u>	<u>Delta</u>
<ul style="list-style-type: none"> Met AMO for two years in a row Met Participation rate Increased over six points in AMO 	<ul style="list-style-type: none"> Did not meet 2014 graduation rate goal Did not meet 2013 graduation rate goal

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

Content Area	%P/D School (11-12)	%P/D State (11-12)	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)
English II	44.9	52.2	51.8	55.8	52.9	55.4
Algebra II	29.4	40.0	31.5	36.0	42.3	37.9
Biology	20.6	30.3	24.5	36.3	26.6	39.8
U.S. History	29.6	39.5	45	51.3	60.3	58.0
Writing	42.5	43.9	49	48.2	39.2	43.3
Language Mech.	32.7	50.7	40.6	51.4	32	49.9

<u>Plus</u>	<u>Delta</u>
<ul style="list-style-type: none"> All content areas have made steady gains over the last three years. Algebra II has a higher score than state average in 2014. U. S. History has a higher percentage than state level in 2014. 	<ul style="list-style-type: none"> English and biology scores are below state average. Writing and Language Mechanics percentages declined over the last year.

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

Content Area	Avg. Score School (11-12)	Avg. Score State (11-12)	Avg. Score School (12-13)	Avg. Score State (12-13)	Avg. Score School (13-14)	Avg. Score State (13-14)
English	14.4	16.1	15.4	16.6	15.1	16.5
Math	15.9	16.8	16.5	17.1	16.1	16.9
Reading	15.6	16.6	16	16.8	15.8	16.7
Science	17.1	17.9	17.7	18.1	17.4	18.1
Composite	15.8	17.0	16.6	17.3	16.2	17.2

<u>Plus</u>	<u>Delta</u>
<ul style="list-style-type: none"> All content area average scores increased in 2013. 	<ul style="list-style-type: none"> All content area averages scores declined in 2014.

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

Content Area	Avg. Score School (11-12)	Avg. Score State (11-12)	Avg. Score School (12-13)	Avg. Score State (12-13)	Avg. Score School (13-14)	Avg. Score State (13-14)
English	16.2	18.4	16.8	18.4	16.9	18.7
Math	17.8	18.8	17.9	18.9	18.2	19.2
Reading	17.2	19.0	18.2	19.4	18.4	19.6
Science	17.4	19.1	18.6	19.5	18.5	19.6
Composite	17.3	19.0	18	19.2	18.1	19.4

<u>Plus</u>	<u>Delta</u>
<ul style="list-style-type: none"> English, Algebra, and reading have gains in average scores in the last two years. Math increased at the same rate as the state average. 	<ul style="list-style-type: none"> Science average scores declined for 2014. All content area average scores are below the state average.

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

Tested Area (2013-2014)	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	48.3	43.6	No	42	37.9	No
Reading	54.6	50.2	No	48.4	44.5	No
Math	42.0	37	No	35.5	31.3	No
Science	36.3	24.5	No	30.3	15.7	No
Social Studies	42.7	55.4	Yes	36.5	48.1	Yes
Writing	51.8	37.3	No	45.2	31.3	No

<u>Plus</u>	<u>Delta</u>
<ul style="list-style-type: none"> Social studies is the only content area in which delivery targets were met for all students, including gap. 	<ul style="list-style-type: none"> Delivery targets were not met in reading, math, science, or writing. Delivery targets were not met for gap students in reading, math, science, or writing.

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

Delivery Target Type	Delivery Target (School)	Actual Score (School)	Actual Score (State)	Met Target (Yes or No)
College and Career Readiness	54.4	53.9	62.5	NO
Graduation Rate	84.6	82.9	87.5	NO

<u>Plus</u>	<u>Delta</u>
<ul style="list-style-type: none"> The actual score for CCR increased from 39.2 to 53.9. 	<ul style="list-style-type: none"> Did not meet the CCR delivery target Did not meet graduation delivery target

Program Reviews 2013-2014						
Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development (3 pts possible)	Administrative/ Leadership Support (3 pts possible)	Total Score (12 points possible)	Classification
Arts and Humanities	1.59	1	2	1.3	5.9	Needs Improvement
Practical Living	1.97	2	2.22	2.42	8.6	Proficient
Writing	1.33	1.13	1.11	1.14	4.7	Needs Improvement

<u>Plus</u>	<u>Delta</u>
<ul style="list-style-type: none"> • Proficient scores in practical living 	<ul style="list-style-type: none"> • Needs improvement score in arts and humanities and writing • Lower scores in writing than in the other two categories

Attachment

Fayette County 2015 Kentucky Diagnostic Review Report

Stakeholder Survey Plus/Delta

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

Teaching and Learning Impact

(Standards 3 and 5)

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

1. Eighty percent of parents strongly agree/agree with the statement, "My child knows the expectations for learning in all classes."
2. Seventy-five percent of staff strongly agree/agree with the statement, "Our school's leaders expect staff members to hold all students to high academic standards."

Δ Delta:

1. Thirty-six percent of students strongly agree/agree with the statement, "All of my teachers change their teaching to meet my learning needs."
2. Forty percent of staff strongly agree/agree with the statement, "In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting."
3. Forty-one percent of staff strongly agree/agree with the statement, "All teachers in our school provide students with specific and timely feedback about their learning."
4. Forty-three percent of staff strongly agree/agree with the statement, "All of my child's teachers meet his/her learning needs by individualizing instruction."

Leadership Capacity

(Standards 1 and 2)

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

1. Eighty-nine percent of staff strongly agree/agree with the statement, "Our school's purpose statement is clearly focused on student success."
2. Seventy-five percent of staff strongly agree/agree with the statement, "Our school's leaders expect staff members to hold all students to high academic standards."

Δ Delta:

1. Forty-two percent of students strongly agree/agree with the statement, “My school offers opportunities for my family to become involved in school activities and my learning.”
2. Forty-three percent of students strongly agree/agree with the statement, “My school shares information about school success with my family and community members.”
3. Forty-four percent of students strongly agree/agree with the statement, “In my school, the principal and teachers have high expectations of me.”
4. Forty-five percent of parents strongly agree/agree with the statement, “Our school’s governing body does not interfere with the operation or leadership of our school.”

Resource Utilization

(Standard 4)

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

1. Eighty-four percent of staff strongly agree/agree with the statement, “Our school maintains facilities that support student learning.”
2. Eighty-three percent of parents strongly agree/agree with the statement, “Our school provides opportunities for students to participate in activities that interest them.”
3. Eighty-one percent of staff strongly agree/agree with the statement, “Our school provides opportunities for students to participate in activities that interest them.”
4. Eighty-one percent of staff strongly agree/agree with the statement, “Our school maintains facilities that contribute to a safe environment.”
5. Seventy-six percent of staff strongly agree/agree with the statement, “Our school provides instructional time and resources to support our school’s goals and priorities.”

Δ Delta:

1. Thirty-seven percent of students strongly agree/agree with the statement, “In my school, the building and grounds are safe, clean, and provide a healthy place for learning.”
2. Forty-five percent of parents strongly agree/agree with the statement, “Our school ensures the effective use of financial resources.”
3. Forty-eight percent of staff strongly agree/agree with the statement, “Our school provides sufficient material resources to meet student needs.”

2015 System Diagnostic Review Schedule

Fayette County
1126 Russell Cave Rd
Lexington, KY 40505

SUNDAY, March 15, 2015

Time	Event	Where	Who
4:00 p.m.	Check-in	Hotel	Diagnostic Review Team Members
4:30 p.m. - 5:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:45 p.m. - 6:45 p.m.	<p>Superintendent's Presentation</p> <p>(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	<p>Diagnostic Review Team Members</p> <p>District Office Staff</p>
6:45 p.m. - 7:45 p.m.	Dinner	Hotel Conference Room	Diagnostic Review Team Members
7:45 p.m. - 9:00 p.m.	<p>Team Work Session #1</p> <p>Reviewing Internal Review documents and determining preliminary ratings for all indicators.</p>	Hotel Conference Room	Diagnostic Review Team Members

	Determining questions and points of inquiry for the team.		
	Reviewing team schedules and assignments for Monday,		

MONDAY, March 16, 2015– Team Members Group A

Time	Event		Where	Who
	Breakfast		Hotel	Diagnostic Review Team Members
7:15 a.m.	Team Members Group A 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: 1. Superintendent 2. Key members of the superintendent's leadership team, i.e., assistant superintendents, deputy superintendents, directors, division heads, etc. 3. 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. 4. Cross section of support personnel		District office conference room	Diagnostic Review Team Members
10:00 a.m. - 10:15 a.m.	Break		District office	Diagnostic Review Team Members
10:15 a.m. - 12:30 p.m.	Individual interviews with system office staff continues		District office	Diagnostic Review Team Members (divided)
12:30 a.m. - 1:15 p.m.	Lunch & Team Debriefing		TBD	Diagnostic Review Team Members
1:15 p.m. - 2:45 p.m.	Interviews continue with: 1. All school board members (individual private interviews) 2. Community members (small group(s) of 4-8 interviewees	Evidence and Artifact Review	District office	Diagnostic Review Team Members (divided)
2:45 p.m. - 3:00 p.m.	Break			
3:00 p.m. - 4:00 p.m.	Individual interviews with system office staff continues		District Office	
4:00 p.m.	Team returns to hotel * One Team Member remains at DO for final interview			Diagnostic Review Team Members
5:00 p.m. - 6:00 p.m.	Debrief across Groups and Standards Review preliminary data		Hotel	Diagnostic Review Team Members
6:00 p.m. - 6:45 p.m.	Dinner		TBD	Diagnostic Review Team Members
6:45 p.m. - 9:00 p.m.	Evening Work Session #2 Team Members work in Domain Groups to review findings Individual Ratings – evidence discussion Themes emerging Prepare for Day 2		Hotel conference room	Diagnostic Review Team Members

MONDAY, March 16, 2015– Team Members Group B

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team Members Group B arrives at Bryan Station High School	Bryan Station High School	Diagnostic Review Team Members
8:25 a.m. - 11:35 a.m.	Individual private interviews are scheduled in advance with: 1. Principal, KDE Recovery Specialist, leadership team, council members, students, etc.	Classroom observations Bryan Station High School	Diagnostic Review Team Members (as assigned)
11:35 a.m. - 12:30 p.m.	Travel to District Office (sub-group 1) Margo, Beverly, Larry	Lunch (sub-group 2) Classrooms	Diagnostic Review Team Members, as assigned
12:30 p.m. - 4:00 p.m.	Classroom observations and interviews as assigned (sub-group 2)	Bryan Station High School	Diagnostic Review Team Members, as assigned
4:00 p.m.	Team returns to hotel		Diagnostic Review Team Members
5:00 p.m. - 6:00 p.m.	Debrief across Groups and Standards Review preliminary elcot data	Hotel	Diagnostic Review Team Members
6:00 p.m. - 6:45 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:45 p.m. - 9:00 p.m.	Evening Work Session #2 Team Members work in Domain Groups to review findings Individual Ratings – evidence discussion Themes emerging Prepare for Day 2	Hotel conference room	Diagnostic Review Team Members

Tuesday, March 17, 2015

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
8:00 a.m.	Team arrives at Bryan Station High School		Diagnostic Review Team Members
8:25 a.m. - 11:45 a.m.	Classroom Observations	Bryan Station High School	Diagnostic Review Team Members
11:45 p.m. - 12:45 p.m.	Lunch & team debriefing	TBD	Diagnostic Review Team Members
12:45 p.m.	Travel to District Office		Diagnostic Review Team Members
12:45 p.m. - 1:30	Evidence and Artifact Review	District Office	Diagnostic Review Team Members (as assigned)
1:30 p.m. - 3:00 p.m.	Individual interviews with system office staff continues	Evidence and Artifact Review District office	Diagnostic Review Team Members (divided)
3:00 p.m. – 4:00 p.m.	Evidence and Artifact Review	District Office	Diagnostic Review Team Members
4:00 p.m.	Return to Hotel		
4:30 p.m. - 5:30 p.m.	Debrief across Groups and Standards Review elcot data	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. - 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 p.m. - 9:30 p.m.	Evening Work Session #3 Team Members work in Domain Groups to review findings Final Individual Ratings – evidence discussion Identify Actions Prepare for Day 3	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, March 18, 2015

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
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.	<p>Team Work Session</p> <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 been entered into ASSIST • Review and revise eleot™ overview narrative • Review and revise report conclusion • Complete Survey Plus/Delta • Complete Leadership Assessment Addendum (Tom) 	District office conference room	Diagnostic Review Team Members
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
3:00 p.m.	<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

District Diagnostic Review Summary Report

Fayette County

School District

3/15/2015 – 3/18/2015

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:

District leadership does have the ability to manage the intervention of Bryan Station High School. However, an intentional focus has not been placed on supporting Bryan Station High School in their turnaround efforts. The Diagnostic Review team will conduct another assessment in 2016 to ensure that District leadership is supporting the turnaround effort at Bryan Station High School.

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

Commissioner, Kentucky Department of Education

_____ Date: _____

I have received the diagnostic review report for Fayette County School District and Bryan Station High School.

Superintendent, Fayette County

_____ Date: _____