Internal School Review Report

Name of Institution Reviewed: Fleming County High School

Date: March 10, 2014-March 11, 2014

School Principal: Mark Leet

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Introduction

The KDE Internal School Review is designed to:

- provide feedback to Priority Schools regarding the progress on improving student performance during the preceding two years based on Kentucky assessment and accountability data
- inform continuous improvement processes leading to higher levels of student achievement as well as ongoing improvement in the conditions that support learning

The report reflects the team's analysis of AdvancED Standard 3, Teaching and Assessing for Learning. Findings are supported by:

- review of the 2011-2012 Leadership Assessment report
- examination of an array of student performance data
- Self-Assessment, Executive Summary and other diagnostics completed in ASSIST during the fall of 2013
- school and classroom observations using the Effective Learning Environment Observation Tool (ELEOT)
- review of documents and artifacts
- examination of ASSIST stakeholder survey data collected in the fall of 2013 and TELL Kentucky survey data
- principal and stakeholder interviews

The report includes:

- an overall rating for Standard 3
- a rating for each indicator
- a rating for each concept within the indicator
- listing of evidence examined to determine the rating
- Powerful Practices (level 4), Opportunities for Improvement (level 2), and Improvement Priorities (level 1 or 2) also include narrative explanations or rationale based on data and information gathered or examined by the team

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Standard 3: Teaching and Assessing for Learning

Standard: The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	School Rating for Standard 3 **1.58**	Team Rating for Standard 3 **1.50**

Standard 3: The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

3.1	The school/district'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.	School Rating 2	Team Rating **2**

Performance levels		
	4	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose.
	3	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills.
X	2	Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills.
	1	Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills.
	4	Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level.
X	3	There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level.
	2	There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level.
	1	There is no evidence to indicate how successful students will be at the next level.
	4	Like courses/classes have the same high learning expectations.
	3	Like courses/classes have equivalent learning expectations.
X	2	Most like courses/classes have equivalent learning expectations.
	1	Like courses/classes do not always have the same learning expectations.
	4	Learning activities are individualized for each student in a way that supports achievement of expectations.
	3	Some learning activities are individualized for each student in a way that supports achievement of expectations.
X	2	Little individualization for each student is evident.
	1	No individualization for students is evident.
Evidence Reviewed (list presentations, interviews, observations, artifacts)		

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School Report Card
Stakeholder surveys
Stakeholder interviews
ELEOT observations
Self-Assessment

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

X	**Opportunity for Improvement**
	Improvement Priority

Opportunity for Improvement

Provide and monitor equitable and challenging learning experiences via the school's curriculum that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.

Supporting Evidence

Student Performance Data:

- While the school's ACT scores have shown overall improvement, the percentage of students meeting benchmarks in math and reading is below the state average.
- The 2012-13 School Report Card shows that the school scored below the state average and decreased from 2011-12 in the percentages of students who scored at the proficient/distinguished level in English II, Algebra II, Biology, writing, and language mechanics.

Classroom Observation Data:

- ELEOT Classroom Observation data indicates that the school scored 1.7 on a 4-point scale on indicator A.1 of the Equitable Learning Environment, "Has learning opportunities and activities that meet her/his needs."

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- ELEOT Classroom Observation data also indicates that the school scored 1.4 on a 4-point scale on indicator A.4 of the Equitable Learning Environment, "Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences."

Stakeholder Survey Data:

- 52.5% of students agree or strongly agree with the statement, "My school prepares me to deal with issues I may face in the future." This response strongly indicates that many students are unsure of their preparation to be successful in college.
- 47.8% of staff agree or strongly agree with the statement, "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills."

Stakeholder interviews, document and artifact review:

- Most students interviewed indicated that they were not challenged in the majority of their classes. In addition, students stated that they did not feel prepared for post-secondary level work in most content areas.

Other pertinent information:

- The Self-Assessment provided by the school gave this indicator a rating of "2".

3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School Rating 2	Team Rating **2**

Performance levels		
	4	Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose.
	3	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose.
	2	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose.
X	1	School personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school's goals for achievement and instruction and statement of purpose.
	4	There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised.
	3	There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised.
X	2	A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.
	1	No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.

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	4	The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.
	3	The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.
X	2	There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.
	1	There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school's purpose in curriculum, instruction, and assessment.

Evidence Reviewed (list presentations, interviews, observations, artifacts)
Stakeholder surveys
Stakeholder interviews
Walkthrough information
School Report Cards
Self-Assessment

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

X	**Opportunity for Improvement**
	Improvement Priority

Opportunity for Improvement

Construct and deploy a process by which curriculum, instruction, and assessments are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. Timely and relevant feedback to teachers should be included along with a monitoring system for prescribed practices.

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Supporting Evidence

Student Performance Data:

- The 2012-13 School Report Card shows that the school scored below the state average and decreased from 2011-12 in the percentages of students who scored at the proficient/distinguished level in English II, Algebra II, Biology, writing, and language mechanics.

Classroom Observation Data:

- ELEOT Classroom Observation data indicates that the school scored an overall 2.3 on a 4-point scale on the Progress Monitoring Environment indicator E.5, "Has opportunities to revise/improve work based on feedback," suggesting that more quality formative assessments along with timely feedback would improve the overall learning climate for all students.

Stakeholder Survey Data:

- 44.8% of staff agree or strongly agree with the statement, "All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice."

Stakeholder interviews, document and artifact review:

- Teacher interviews indicate that curriculum, instruction, and assessment are infrequently monitored and that changes in instruction rarely occur due to feedback from administrators.

Other pertinent information:

- The Self-Assessment provided by the school gave this indicator a rating of "2".

3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	School Rating 2	Team Rating **1**

Performance levels		
	4	Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.
	3	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.
X	2	Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.
	1	Teachers rarely or never use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.
	4	Teachers personalize instructional strategies and interventions to address individual learning needs of each student.
	3	Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary.
	2	Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary.
X	1	Teachers seldom or never personalize instructional strategies.
	4	Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

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	3	Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.
	2	Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.
X	1	Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

Evidence Reviewed (list presentations, interviews, observations, artifacts)
ELEOT observations
School Report Card
Stakeholder surveys
Stakeholder interviews

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

	Opportunity for Improvement
X	**Improvement Priority**

Improvement Priority

Develop and deploy monitoring and coaching processes that oversee that teachers are engaging students in their learning through instructional strategies that ensure achievement of learning expectations.

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Supporting Evidence

Student Performance Data:

- The 2012-13 School Report Card indicates a slight decrease from the previous year in the percentage of students performing at the proficient/distinguished level in reading, math, science, writing and language mechanics. This data also shows a significant increase of 14.9 points in the percentage of students scoring at the proficient/distinguished level on the social studies end-of-course (EOC) assessment. These results suggest that there is no systematic process for continuously improving curriculum, instruction, assessment and data-driven adjustments in instruction.
- A comparison of gap data from the 2011-12 and 2012-13 School Report Cards indicates a 0.4 point decrease in reading and a 1.2 point decrease in math in the percentage of students scoring at the proficient and distinguished levels for the non-duplicated gap group. The percentage of students scoring at the novice level in math increased by 4 points. Novice level reduction in reading was an overall 1.9 percentage points. The gap data suggests that no formal process exists to focus on data-driven instructional decisions.

Classroom Observation Data:

- ELEOT Classroom Observation data reveals that the school scored 2.1 on a 4-point scale on the High Expectations Environment.
- Indicator B.3, "Is provided exemplars of high quality work," scored 1.8 on a 4-point scale indicating that exemplars are rarely being used for students as models.
- Indicator B.5, "Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)," scored 2.0 on a 4-point scale which suggests that the practice is occurring occasionally throughout the school.
- ELEOT Classroom Observation data reveals that the school scored 1.4 on a 4-point scale on the Digital Learning Environment.
- Indicator G.3, "Uses digital tools/technology to communicate and work collaboratively for learning," scored 1.3 on a 4-point scale.
- Indicator G.1, "Uses digital tools/technology to gather, evaluate and/or use information for learning," scored 1.3 on a 4-point scale suggesting that student use of technology is limited.

Stakeholder Survey Data:

- 55.1% of students agree or strongly agree with the statement, "My school motivates me to learn new things."
- 34.3% of students agree or strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs."
- 40.3% of staff agree or strongly agree with the statement, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students."
- 41.8% of staff agree or strongly agree with the statement, "All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills."
- 52.2% of staff agree or strongly agree with the statement, "All teachers in our school use a variety of technologies as instructional resources."

Stakeholder interviews, document and artifact review:

- Most students interviewed indicated that they were not challenged in the majority of their classes.

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3.4	School/district leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School Rating 1	Team Rating **1**

Performance levels		
	4	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.
	3	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.
	2	School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.
X	1	School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.

Evidence Reviewed (list presentations, interviews, observations, artifacts)
Teacher interviews
Principal interview
School mission and vision statement
ELEOT observations
Self-Assessment

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

	Opportunity for Improvement
X	**Improvement Priority**

Improvement Priority

Develop and utilize a formal process for the school's leaders to use in effectively monitoring and supporting the instructional practices of the teachers to ensure the academic success of the students.

Supporting Evidence

Student Performance Data:

- The 2012-13 School Report Card shows that the school scored below the state average and decreased from 2011-12 in the percentages of students who scored at the proficient/distinguished level in English II, Algebra II, Biology, writing, and language mechanics.

Classroom Observation Data:

- ELEOT Classroom Observation data reveals that the school scored 1.7 on a 4-point scale on Indicator A.1, "Has differentiated learning opportunities and activities that meet her/his needs," and 1.4 on Indicator A.4, "Has ongoing opportunities to learn about their own and other's backgrounds/ cultures/differences," in the Equitable Learning Environment.

Stakeholder interviews, document and artifact review:

- Many teachers indicated that their instructional practices are not monitored regularly and that even when they are, little feedback is given.

Other pertinent information:

- The Self-Assessment provided by the school gave this indicator a rating of "1".

3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	School Rating 2	Team Rating **2**

Performance levels		
	4	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule.
	3	All members of the school staff participate in collaborative learning communities that meet both informally and formally.
X	2	Some members of the school staff participate in collaborative learning communities that meet both informally and formally.
	1	Collaborative learning communities randomly self-organize and meet informally.
	4	Frequent collaboration occurs across grade levels and content areas.
	3	Collaboration often occurs across grade levels and content areas.

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X	2	Collaboration occasionally occurs across grade levels and content areas.
	1	Collaboration seldom occurs across grade levels and content areas.
	4	Staff members implement a formal process that promotes productive discussion about student learning.
	3	Staff members have been trained to implement a formal process that promotes discussion about student learning.
X	2	Staff members promote discussion about student learning.
	1	Staff members rarely discuss student learning.
	4	Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members.
	3	Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel.
	2	Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel.
X	1	Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school personnel.
	4	School personnel can clearly link collaboration to improvement results in instructional practice and student performance.
	3	School personnel indicate that collaboration causes improvement results in instructional practice and student performance.
X	2	School personnel express belief in the value of collaborative learning communities.
	1	School personnel see little value in collaborative learning communities.
Evidence Reviewed (list presentations, interviews, observations, artifacts)		
PLC agenda and minutes		
Leadership team presentation		
Self-Assessment		
Student achievement data (specifically Achievement/Gap data)		

In determining the rating for this indicator the team should consider an array of information. However, **<u>these sources of information must be considered</u>**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

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"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

	Opportunity for Improvement
X	**Improvement Priority**

Improvement Priority

Adopt and effectively implement a research-based system for school-wide professional learning communities that include norms, processes and protocols for engaging in continuous improvement of curriculum, instruction, assessment, and use data to make instructional decisions. The implementation of this system should be rigorously monitored for effectiveness.

Supporting Evidence

Student Performance Data:

- The 2012-13 School Report Card indicates a slight decrease from the previous year in the percentage of students performing at the proficient/distinguished level in reading, math, science, writing and language mechanics. This data also shows a significant increase of 14.9 points in the percentage of students scoring at the proficient/distinguished level on the social studies end-of-course assessment (2012, 2013). These results suggest that there is no systematic process for continuously improving curriculum, instruction, assessment and data-driven adjustments in instruction.
- A comparison of gap data from the 2011-12 and 2012-13 School Report Cards indicates a 0.4 point decrease in reading and a 1.2 point decrease in math in the percentage of students scoring at the proficient or distinguished levels for the non-duplicated gap group. The percentage of students scoring at the novice level in math increased by 4 points. Novice level reduction in reading was an overall 1.9 percentage points. The gap data suggests that no formal process exists to focus on data-driven instructional decisions.

Classroom Observation Data:

- Classroom observation data shows that the average score is 1.7 on a 4-point scale regarding the statement, "Has differentiated learning opportunities and activities that meet his/her needs." This score suggests that no formal process to analyze formative assessment data and adjust instruction exists.

Stakeholder Survey Data:

- 52.2% of staff agree or strongly agree with the statement, "All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching). This survey data indicates that all teachers were not trained nor participate in a formal process to collaboratively analyze curriculum, instruction, assessment and use data to adjust instruction.
- The school did not meet the participation rate for parent surveys.

Stakeholder interviews, document and artifact review:

- A review of PLC (professional learning community) agendas and minutes does not indicate the presence of a formalized process to examine professional practices based on formative assessment data.

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- Leadership and teacher interviews indicate that PLC agendas are established many times by administrators with little to no input from teacher PLC members.
- Teacher interviews and the principal presentation stated that the school does not have a process in place to analyze data for the purpose of increasing student learning across all grade levels and content areas. The school does have a process in place to track progress of CCR (College and Career Readiness) and EOC data.

3.6	Teachers implement the school/system's instructional process in support of student learning.	School Rating 1	Team Rating **1**

Performance levels		
	4	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance.
	3	All teachers use an instructional process that informs students of learning expectations and standards of performance.
	2	Most teachers use an instructional process that informs students of learning expectations and standards of performance.
X	1	Few teachers use an instructional process that informs students of learning expectations and standards of performance.
	4	Exemplars are provided to guide and inform students.
	3	Exemplars are often provided to guide and inform students.
	2	Exemplars are sometimes provided to guide and inform students.
X	1	Exemplars are rarely provided to guide and inform students.
	4	The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision.
	3	The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision.
	2	The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction.
X	1	The process includes limited measures to inform the ongoing modification of instruction.
	4	The process provides students with specific and immediate feedback about their learning.
	3	The process provides students with specific and timely feedback about their learning.
	2	The process provides students with feedback about their learning.
X	1	The process provides students with minimal feedback of little value about their learning.

Evidence Reviewed (list presentations, interviews, observations, artifacts)
Leadership team presentation
Stakeholder interviews
Self-Assessment
ELEOT observations

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Stakeholder surveys

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

	Opportunity for Improvement
X	**Improvement Priority**

Improvement Priority

Develop and adopt a system for the implementation of classroom learning systems in ALL classrooms that is based on research and has yielded positive results regarding student achievement.

Supporting Evidence

Student Performance Data:

- The 2012-13 School Report Card indicates a slight decrease from the previous year in the percentage of students performing at the proficient/distinguished level in reading, math, science, writing and language mechanics. This data also shows a significant increase of 14.9 points in the percentage of students scoring at the proficient/distinguished level on the social studies end-of-course assessment (2012, 2013). These results suggest that there is no systematic instructional process for continuously improving student learning.
- A comparison of gap data from the 2011-12 and 2012-13 School Report Cards indicates a 0.4 point decrease in reading and a 1.2 point decrease in math in the percentage of students scoring at the proficient or distinguished levels for the non-duplicated gap group. The percentage of students scoring at the novice level in math increased by 4 points. Novice level reduction in reading was an overall 1.9 percentage points. The gap data suggests that no formal process exists to focus on data-driven instructional decisions.

Classroom Observation Data:

- The ELEOT item indicator, "Has differentiated learning opportunities and activities that meet his/her needs" was rated at 1.7 on a 4-point scale. This score suggests that no formal process exists for the purpose of systematically increasing student learning.

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Stakeholder Survey Data:

- 56.1% of students agree or 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.”
- 68.1% of students agree or strongly agree with the statement, “All of my teachers explain their expectations for learning and behavior so I can be successful.”
- 67.0% of students agree or strongly agree with the statement, “All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught.”
- 63.6% of students agree or strongly agree with the statement, “All of my teachers provide me with information about my learning and grades.”
- 47.8% of staff agree or strongly agree with the statement, “All teachers in our school use a process to inform students of their learning expectations and standards of performance.”
- 40.3% of staff agree or strongly agree with the statement, “All teachers in our school provide students with specific and timely feedback about their learning.”
- 40.3% of staff agree or strongly agree with the statement, “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.”
- The school did not meet the participation rate for parent surveys.
- All of these survey results resoundingly indicate the absence of a school-wide process to support student learning.

Stakeholder interviews, document and artifact review:

- Interviews with the leadership team, teachers and students strongly suggest the school currently does not have a system in place to provide students with clear expectations, exemplars, appropriate feedback and adjustments to instruction based on data.

3.7		Mentoring, coaching, and induction programs support instructional improvement consistent with the school/system’s values and beliefs about teaching and learning.	School Rating 1	Team Rating **1**
Performance levels				
	4	All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school’s values and beliefs about teaching, learning, and the conditions that support learning.		
	3	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school’s values and beliefs about teaching, learning, and the conditions that support learning.		
	2	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school’s values and beliefs about teaching, learning, and the conditions that support learning.		
X	1	Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school’s values and beliefs about teaching, learning, and the conditions that support learning.		
	4	These programs set high expectations for all school personnel and include valid and reliable measures of performance.		
	3	These programs set expectations for all school personnel and include measures of performance.		
	2	These programs set expectations for school personnel.		
X	1	Limited or no expectations for school personnel are included.		

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Evidence Reviewed (list presentations, interviews, observations, artifacts)
Stakeholder interviews
Self-Assessment
Stakeholder surveys

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

	Opportunity for Improvement
X	**Improvement Priority**

Improvement Priority

Develop and effectively implement a mentoring, coaching, and induction program that aligns to the school's mission and vision regarding teaching and learning.

Supporting Evidence

Stakeholder Survey Data:

- 35.8% of staff members agree with the statement, "In our school, staff members provide peer coaching to teachers."
- 40.3% of staff members agree/strongly agree with the statement, "In our school, a formal process is in place to support new staff members in their professional practice."
- The school did not meet the participation rate for parent surveys.
- These survey results indicate no program currently exists for mentoring, coaching or induction in support of the instructional program.

Stakeholder interviews, document and artifact review:

- Interviews with stakeholders indicated there is no mentoring or induction program currently implemented to communicate and reinforce the school's values and beliefs about teaching and learning.

Other pertinent information:

- The absence of descriptions or schedules demonstrating a mentoring, coaching, and induction program indicate that this process does not exist.

3.8	The school/system engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	School Rating 2	Team Rating **2**

Performance levels		
	4	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated.
	3	Programs that engage families in meaningful ways in their children's education are designed and implemented.
X	2	Programs that engage families in their children's education are available.
	1	Few or no programs that engage families in their children's education are available.
	4	Families have multiple ways of staying informed of their children's learning progress.
	3	School personnel regularly inform families of their children's learning progress.
X	2	School personnel provide information about children's learning.
	1	School personnel provide little relevant information about children's learning.

Evidence Reviewed
Leadership presentation
30-60-90 day plan
Communication plan
Self-Assessment
Stakeholder surveys

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

X	**Opportunity for Improvement**
	Improvement Priority

Opportunity for Improvement

Develop a two-way system of communication that engages families in meaningful ways in order to inform them about their students' education and learning progress.

Supporting Evidence

Stakeholder Survey Data:

- 48.6% of students agree or strongly agree with the statement, "My school offers opportunities for my family to become involved in school activities and my learning."
- 23.9% of staff members agree or strongly agree with the statement, "In our school, all school personnel regularly engage families in their children's learning progress."
- The school did not meet the participation rate for parent surveys.

Stakeholder Interviews:

- Interviews with stakeholder groups suggest that the school implements several one-way communication processes. However, the existence of meaningful involvement in student learning progress is minimal.
- Interviews also revealed that the communication plan was just recently shared with school staff within the past couple of weeks.

Other pertinent information:

- A review of the communication plan, discussion with school staff and the school leadership presentation highlighted the school's current approach to communicating and engaging families.

3.9	The school/system has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School Rating 2	Team Rating **2**

Performance levels		
	4	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults.
	3	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student.
X	2	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student.
	1	Few or no opportunities exist for school personnel to build long-term interaction with individual students.
	4	All students participate in the structure.
	3	All students may participate in the structure.

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X	2	Most students participate in the structure.
	4	The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.
	3	The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.
X	2	The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.
	1	Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.

Evidence Reviewed (list presentations, interviews, observations, artifacts)
School leadership presentation
Stakeholder surveys
Stakeholder interviews
Review of documents and artifacts
Self-Assessment

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

X	**Opportunity for Improvement**
	Improvement Priority

Opportunity for Improvement

Assess the current student advocacy program at the high school by gathering data and information from all stakeholder groups. Use this data and information to determine next steps to ensure each student is well known by at least one adult advocate at the school.

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Supporting Evidence

Stakeholder Survey Data:

- 54.3% of students agree or 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," indicating that nearly 46% of students do not agree that at least one adult knows each of them well or takes interest in their education or their future.
- 47.8% of staff agree or strongly agree with the statement, "In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience."
- The minimum response rate was not met for parent surveys.

Stakeholder interviews, document and artifact review:

- In interviews, school staff discussed the "Lifeguard" structure that has been implemented at the school. Some staff members shared ways they have tried to reach students to establish relationships. However, none of the staff interviewed could discuss the impact or effectiveness this structure has had with students.

Other pertinent information:

- Evidence was not presented to describe how the "Lifeguard" structure was developed or monitored for effectiveness.

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.	School Rating 1	Team Rating **1**
Performance levels			
	4	All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills.	
	3	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills.	
	2	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills.	
X	1	Few or no teachers use common grading and reporting policies, processes, and procedures.	
	4	These policies, processes, and procedures are implemented without fail across all grade levels and all courses.	
	3	These policies, processes, and procedures are implemented consistently across grade levels and courses.	
	2	These policies, processes, and procedures are implemented across grade levels and courses.	
X	1	Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders.	
	4	All stakeholders are aware of the policies, processes, and procedures.	
	3	Stakeholders are aware of the policies, processes, and procedures.	
X	2	Most stakeholders are aware of the policies, processes, and procedures.	

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	4	The policies, processes, and procedures are formally and regularly evaluated.
	3	The policies, processes, and procedures are regularly evaluated.
X	2	The policies, processes, and procedures may or may not be evaluated.
	1	No process for evaluation of grading and reporting practices is evident.

Evidence Reviewed (list presentations, interviews, observations, artifacts)
School leadership presentation
Evidence and artifacts
Stakeholder interviews
Stakeholder surveys
Self-Assessment

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

	Opportunity for Improvement
X	**Improvement Priority**

Improvement Priority

Assess the needs of teachers regarding the implementation of standards-based grading. Leadership should also consider how to meet the needs of each teacher and each department through a continuous improvement process and consistently monitor effectiveness.

Supporting Evidence

Classroom Observation Data:

- ELEOT Classroom Observation data reveals that the school scored 2.2 on a 4-point scale on the Progress Monitoring and Feedback Environment indicator E.4, "Understands how his/her work is assessed."

Stakeholder Survey Data:

- 43.6% of students agree or strongly agree with the statement, "All of my teachers keep my family informed of my academic progress."
- 63.9% of students agree or strongly agree with the statement, "All of my teachers fairly grade and evaluate my work."
- 35.8% of staff agree or strongly agree with the statement, "All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria."
- 52.2% of staff agree or strongly agree with the statement, "In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting."
- The minimum response rate was not met for parent surveys.

Stakeholder interviews, document and artifact review:

- Interviews with teachers confirmed that grading and reporting policies are in place for core content teachers to assess student learning. However, these interviews also confirmed that these policies are not implemented consistently across all grades and departments.
- Teacher interviews also indicated that teachers have not received adequate training to support them with the implementation of policies requiring standards-based grading.

3.11		All staff members participate in a continuous program of professional learning.	School Rating 2	Team Rating **2**
Performance levels				
	4	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction.		
	3	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction.		
X	2	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction.		
	1	Few or no staff members participate in professional learning.		
	4	Professional development is based on an assessment of needs of the school and the individual.		
	3	Professional development is based on an assessment of needs of the school.		
	2	Professional development is based on the needs of the school.		
X	1	Professional development, when available, may or may not address the needs of the school or build capacity among staff members.		
	4	The program builds measurable capacity among all professional and support staff.		
	3	The program builds capacity among all professional and support staff.		
X	2	The program builds capacity among staff members who participate.		
	4	The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.		
	3	The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.		
	2	The program is regularly evaluated for effectiveness.		

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X	1	If a program exists, it is rarely and/or randomly evaluated.

Evidence Reviewed (list presentations, interviews, observations, artifacts)
School leadership presentation
Evidence and artifacts
Self-Assessment
Stakeholder interviews
Stakeholder surveys

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

X	**Opportunity for Improvement**
	Improvement Priority

Opportunity for Improvement

Examine and evaluate the professional learning needs of staff and their unique individual needs. The process for how professional learning is delivered and measures of effectiveness should be determined to drive improvement that support certified and classified staff. All staff should know what those measures are and understand how that information is used to make improvements.

Supporting Evidence

Stakeholder Survey Data:

- 62.7% of staff members agree or strongly agree with the statement, "All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas."
- 68.7% of staff agrees with the statement, "In our school, all staff members participate in continuous professional learning based on identified needs of the school."
- 56.7% of staff agrees with the statement, "In our school, a professional learning program is designed to build capacity among all professional and support staff members."

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Stakeholder interviews, document and artifact review:

- Interviews indicated there is not a system in place to measure the effectiveness of professional learning and the impact it has on student achievement.
- Many staff interviewed indicated that there are numerous initiatives underway and that training has become district-driven and checklist compliant.

Other pertinent information:

- Limited evidence was provided to address the effectiveness of any professional learning delivered to school staff that supports student learning.
- Some e-mails were presented indicating steps staff would need to take in order to address their own professional learning or those required by school leadership.
- The Self-Assessment provided by the school scored this indicator a rating of "2".

3.12		The school/system provides and coordinates learning support services to meet the unique learning needs of students.	School Rating 1	Team Rating **1**
Performance levels				
	4	School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages).		
	3	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages).		
	2	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages).		
X	1	School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages).		
	4	School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.		
	3	School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.		
	2	School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.		
X	1	School personnel provide or coordinate some learning support services to students within these special populations.		
Evidence Reviewed (list presentations, interviews, observations, artifacts)				
Leadership presentation				
Review of artifacts and evidence				
Self-Assessment				
Stakeholder surveys				
Stakeholder interviews				

In determining the rating for this indicator the team should consider an array of information. However, **these sources of information must be considered**:

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- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- KDE School Report Card
- AdvancED Stakeholder Survey data
- ELEOT Classroom Observation data
- Stakeholder interviews
- Review of documents and artifacts

Indicators receiving a rating of "1" will be **"Improvement Priorities"**

The team will determine whether Indicators receiving a rating of "2" will be "**Improvement Priorities**" or **"Opportunities for Improvement**"

"**Opportunities for Improvement**" and "**Improvement Priorities**" should follow to the format below.

(Check one)

	Opportunity for Improvement
X	**Improvement Priority**

Improvement Priority

Use data to develop an effective system to identify and provide support services for all students. Address the professional learning needs of all staff that will incorporate multiple intelligences and learning styles of diverse learners. Incorporate a continuous improvement process within this system that addresses the needs of all students using identified measures of effectiveness.

Student Performance Data:

- A comparison of gap data from the 2011-12 and 2012-13 School Report Cards indicates a 0.4 point decrease in reading and a 1.2 point decrease in math in the percentage of students scoring at the proficient or distinguished levels for the non-duplicated gap group.
- This data suggests that no system exists to address diverse learner needs.

Classroom Observation Data:

- The Equitable Learning Environment received an overall rating of 2.2 on a 4-point scale. This rating suggests that the needs of each individual student are somewhat evident in all the classrooms observed.

Stakeholder Survey Data:

- 53.7% of staff members agree or strongly agree with the statement, "In our school, related learning support services are provided for all students based on their needs."
- 41.8% of staff agrees with the statement, "In our school, all staff members use student data to address the unique learning of all students."
- The minimum response rate was not met for parent surveys.

Stakeholder interviews, document and artifact review:

- Interviews revealed that there was not common language amongst staff about how the unique learning needs of students were effectively being met. Staff was able to reference PRIDE and some CCR classes. Staff was not able to reference specific data or whether these classes were actually meeting the needs of students scheduled into these sections.

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Standard 3 Overview

A brief narrative overview concludes the team's analysis and review of the standard. This overview consists of two components:

1.) Themes that have emerged from the team's review of the standard.

- Systems must be aligned to the mission and vision of the school that support student learning.
- Collaborative processes should be developed and center on continuous improvement that will reach all students. This should be done through the professional learning communities system (collaboration among all staff) and classroom learning systems (collaboration among staff and students).
- An equitable learning environment that utilizes personalization and differentiation will ensure that all needs of students are met.
- Measures of effectiveness must be identified, aligned to core process (Big Rocks) regarding the school improvement plan, and those measures understood and known by all stakeholders through using quality tools (Plus/Delta, Plan-Do-Study-Act).

There is a high level of concern that six indicators were rated at a level 1. There are a total of seven Improvement Priorities that suggest systems have not been developed that will lead to sustainability in supporting student achievement. There was very limited evidence of continuous improvements made to any initiative or process identified in the school.

The team was highly concerned that the principal was not part of the Standard 3 Self-Assessment Team. The principal gave every indication that he supported the school's ratings on Standard 3, but he was also not an active part of the leadership team's presentation on the Teaching and Learning Standard. Standard 3 was a large focus for the review team and it was clearly communicated in the spring and fall of 2013 that this would be a focus in addition to a face-to-face meeting 1-2 weeks prior to the visit.

Attachments:

1) Leadership Assessment Addendum
2) ELEOT Worksheet

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The purpose of this addendum is to provide feedback on progress made in addressing identified deficiencies in the 2011-2012 Leadership Assessment Report for Fleming County High School.

Deficiency 1: The principal does not hold himself and all staff members accountable for the success or failure of each and every student at Fleming County High School.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School Comments:

- The school created a clearly defined mission and vision statement with input from all stakeholders.
- College and Career Readiness is the central theme throughout the building and is spoken by all stakeholders.
- The Student Council was created to receive feedback and provide input for decision-making purposes.
- Faculty, students, parents, and community members worked together to create a circle of excellence within our school's PBIS (Positive Behavior Interventions and Supports) that focused on improving attendance, behavior, and academic performance.
- A communication plan was developed to provide public understanding and awareness of the learning opportunities provided for students.
- The PGES (Professional Growth and Effectiveness System) was implemented for the purpose of creating an opportunity for every student to be taught by an effective teacher and the school led by an effective leader.
- The leadership team rated ourselves at partially addressed, but is close to being satisfactory. The one area we need to improve in is monitoring. We communicate and implement school improvement initiatives, but we fall short of effectively monitoring the structures and procedures in place. We do well with monitoring effective grading practices and lesson plans, but we need to do more work on following through with assessment practices and effective content PLC time.

Team Evidence:

- Stakeholder interviews
- School leadership presentation

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• Stakeholder surveys
Team Comments: A review of the evidence indicates that while some progress has been made on this deficiency, the school still lacks accountability measures to ensure that all students are successful. Interviews revealed there are a high number of failures when the first trimester ended, specifically with students who have special learning needs. Classroom observations indicate a lack of differentiation for students with diverse learning needs.

Deficiency 2: The principal does not cultivate and sustain a commitment to high expectations among all stakeholders.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X		This deficiency has been addressed satisfactorily.
	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School Comments:

- The school has increased effective communication to all stakeholders through various methods.
- A communication plan was developed for internal and external groups.
- The school created a clearly defined mission and vision statement with input from all stakeholders.
- College and Career Readiness is the central theme throughout the building and spoken by all stakeholders.
- Students created positive behavior videos to share expectations for behavior at the school.
- A list of non-negotiables was given to and presented to all staff members.
- Community interaction is present and part of our school: Over $100,000 in local scholarships is given away each year, the community collaborates with students and staff to put on events such as Veteran's Day Program, the Community Country Fried Ham Breakfast, Drug House Odyssey, ACT Boot Camp, KHEAA and FAFSA parent night, Community Circle of Excellence program, orientations, blood drives, and the Middle College program sponsored through MCTC (Maysville Community and Technical College).
- We have an outstanding school Facebook page that reaches approximately 1500 people a week. However, we need to work on updating communication through our school web site.

Team Evidence:
Stakeholder interviews
ELEOT observations
Student achievement data
Stakeholder surveys

Team Comments:
Interviews of stakeholders revealed that the non-negotiables for the school are not

monitored or enforced. High Expectations was the second lowest Learning Environment using the ELEOT instrument for classroom observations with a rating of a 2.2 on a 4-point scale. Student interviews indicate that few classes establish high expectations for students.

Deficiency 3: The principal and school council have not clearly defined a systematic process for collecting, analyzing, and monitoring student achievement data.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X		This deficiency has been partially addressed.
	X	There is little or no evidence of improvement with regard to this deficiency.

School Comments:

- We have improved our system for collecting, analyzing, and monitoring student achievement within the past two years, especially when using data to make scheduling decisions. Guidance counselors use EPAS and MAP data to place students in academic courses and intervention classes. Data is also being looked at in the content PLCs.
- There is no written protocol or formal process for analyzing data with our teachers during their content PLCs. We have recently made great gains with using the five data questions for EOC (end-of-course) teachers, but it is not systematic throughout our building.

Team Evidence:
School leadership presentation
Stakeholder interviews
Advisory Council agenda/minutes

Team Comments:
The school staff indicates they are in the initial stages of using data to make decisions. The principal's written response to this deficiency indicates that there is not a "written or formal process for analyzing data with our teachers during their content PLCs." There is also limited evidence that the Advisory Council has worked to address this area.

Deficiency 4: The principal has not created a positive climate for teaching and learning and a culture of openness that fosters trust and participation among all stakeholders.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X		This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
	X	There is little or no evidence of improvement with regard to this deficiency.

School Comments:

- We strive to be transparent in all we do and inform everyone of what is taking place at the school through our communication plan.
- We have also given several surveys this year in an attempt to receive feedback from different stakeholders for school improvement efforts. We've given a student, parent, and teacher survey along with the TELL, Student Voice, and Val-Ed Survey.
- The guidance counselors and administration keep Parent Concerns folders on their desktops to keep track of parent or community concerns.
- The administration is visible to all. We have an open door policy through which all staff, students, and parents have access to the administration. We're in the hallways, classrooms, and cafeteria. Administration has attended all home games for each sport, and we have attended at least half the games away. Administration is also present at club banquets.
- The Advisory Council meetings are held the first Tuesday of the month at 4:30. The agenda allots time for public comments.
- The school's Facebook page reaches an average of 1,500 people per week with school information and upcoming events. Several followers reply to the messages or send comments through private messages if they have a concern or question.

Team Evidence:
Stakeholder surveys
Stakeholder interviews
Communication plan

Team Comments:

- Teacher interviews consistently reflect a negative culture in the building.
- There is an absence of a culture of accountability in which all staff members are held accountable to the same non-negotiables through monitoring and consequences.
- Some students expressed that school leadership is beginning to empower student council members to have a voice. The school needs to continue to find ways to give all students a voice (plus-deltas, surveys, one-on-one conversations with diverse groups of students.)
- The inequitable treatment of staff and students was a recurring theme of interviews of staff and students. Evidence of inconsistent disciplinary decisions were found.
- There was a lack of evidence to show the impact of PBIS (Positive Behavior Interventions and Supports) and school-wide expectations.

Deficiency 5: The principal and school council do not collaborate with stakeholder groups or have a formal process for comprehensive school improvement planning.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.

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		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School Comments:

- Community interaction is present and part of our school: Over $100,000 in local scholarships is given away each year, the community collaborates with students and staff to put on events such as the Veteran's Day Program, the Community Country Fried Ham Breakfast, Drug House Odyssey, ACT Boot Camp, KHEAA and FAFSA parent night, Community Circle of Excellence program, orientations, blood drives, and the middle college program sponsored through MCTC.
- We communicate and involve community stakeholders on a daily basis. However, we do not have a formal process with our stakeholders; it's more of an indirect process.

Team Evidence:
School leadership presentation
Stakeholder interviews
30-60-90 day plan
Agenda/Minutes from the Advisory Council

Team Comments:
Stakeholder interviews revealed that 30-60-90 day plans are done more in isolation than in a systematic way that involves all stakeholders. Each department presented evidence about their department having their own 30-60-90 day plan. Little to no evidence was presented that all stakeholders are involved or connected to what the school improvement plan is for the school.

Deficiency 6: The school council has not adopted all policies and bylaws required by statute, and the principal has not developed and implemented procedures for implementation of policies.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X		This deficiency has been partially addressed.
	X	There is little or no evidence of improvement with regard to this deficiency.

Team evidence:
The Advisory Council has received training and adopted the KASC by-laws. We are approving at least one policy a month in an attempt to update our policies.
Policies approved have not been sent to the Commissioner for approval.

Team Evidence
Advisory Council agenda/minutes
Stakeholder interviews
School leadership presentation

Team Comments Interviews and review of documentation does not support that any implementation of this deficiency has begun. The principal indicated that there have not been any steps made to acquire approval of any policies that have been revised or newly developed to support implementation. It is unclear how the school has even communicated with district leadership and the superintendent about new or revised policy work.

The team is highly concerned that 3 out of 6 deficiencies from the previous Leadership Assessment were rated as “little or no evidence of improvement” with regard to these specific deficiencies:

- Deficiency 3: The principal and school council have not clearly defined a systematic process for collecting, analyzing, and monitoring student achievement data.
- Deficiency 4: The principal has not created a positive climate for teaching and learning and a culture of openness that fosters trust and participation among all stakeholders.
- Deficiency 6: The school council has not adopted all policies and bylaws required by statute, and the principal has not developed and implemented procedures for implementation of policies.

This provides evidence that the principal and school leadership have not had the focus required to build systems that will create a foundation for future success as outlined in deficiencies 3, 4, and 6.

The team recognizes the progress the school has made in College and Career Readiness and graduation rate. However, because gap and proficiency data indicates that Delivery targets were not met in these areas, because of a lack of progress on the deficiencies listed above, and several ratings of “1” on Standard 3, the sustainability of progress is of great concern.

After reviewing all the information and artifacts, the review team has determined that the principal does not have the ability to lead the intervention and should not remain as principal of Fleming County High School to continue his roles and responsibilities established in KRS 160.345.

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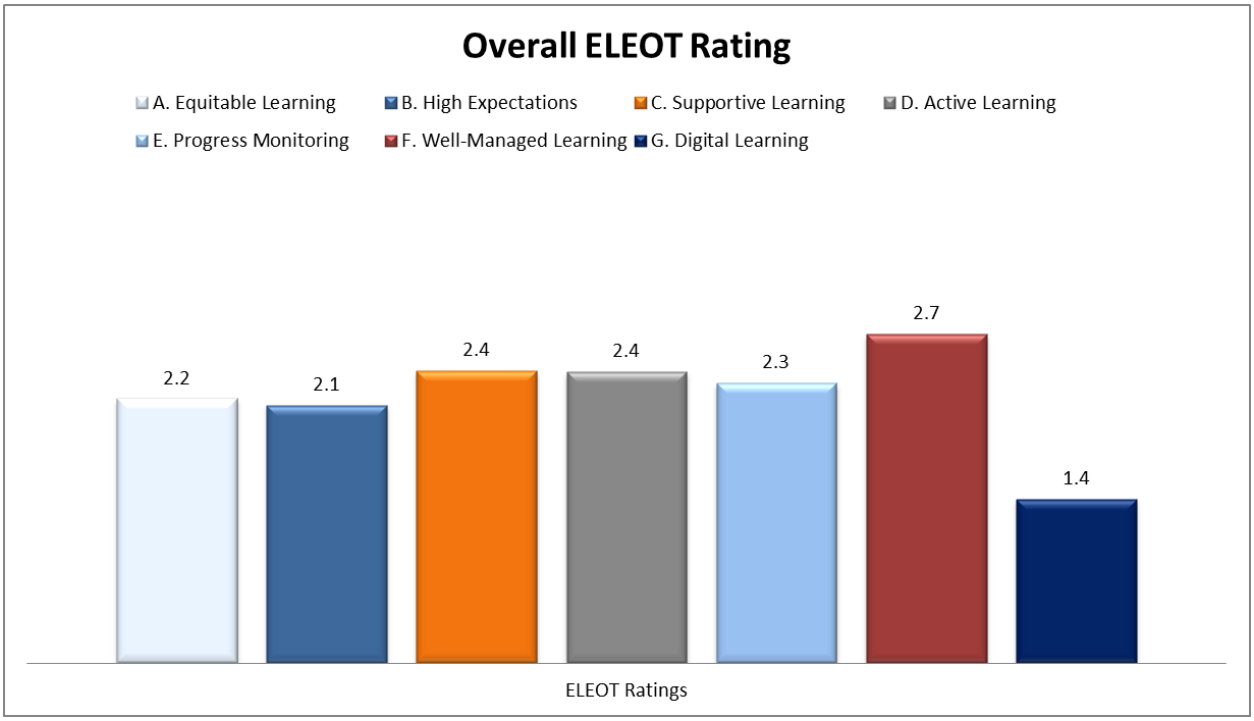

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