

Report of the Diagnostic Review Team for Fleming 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

Fleming County Schools hosted a Diagnostic Review March 15-18, 2015. A six member team provided their knowledge, skills, and expertise to conduct the Diagnostic Review process and develop this written report of their findings.

Prior to the start of the Diagnostic Review, the team engaged in conference calls and communication through email to complete the initial intensive study, review, and analysis of various documents provided by the district. The Lead Evaluator conducted several planning calls with the key leaders of the institution. District leaders

planned and conducted the Internal Review with accuracy and attention to detail. The External Review for Fleming County High School engaged a range of stakeholder groups and was completed and submitted for review in a timely manner. Evidence and documentation to support the district Self-Assessment and other diagnostics were well-organized and easily accessed.

The Diagnostic Review Team expresses its appreciation to the staff and stakeholders of Fleming County Schools for their hospitality throughout the visit. The district is commended for their professionalism, courtesy, and promptness in responding to the team's varied requests for information, documents, and artifacts.

A total of 48 stakeholders were interviewed and 40 classrooms were observed during the Diagnostic Review. Throughout the Diagnostic Review the district/school leaders, faculty, and staff were candid in discussing their continuous improvement efforts in the Fleming County Schools.

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

Stakeholder Interviewed	Number
Board Members	5
Administrators	17
Instructional Staff	9
Support Staff	5
Students	7
Parents/Community/Business Leaders	5
Total	48

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.	1.00
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.	1.00
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.00
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1.00
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	1.50
3.6	Teachers implement the system's instructional process in support of student learning.	1.17
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	2.00
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.	2.17
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.	2.17

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.	1.00
3.11	All staff members participate in a continuous program of professional learning.	1.67
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	1.83

Standard 5 - Using Results for Continuous Improvement

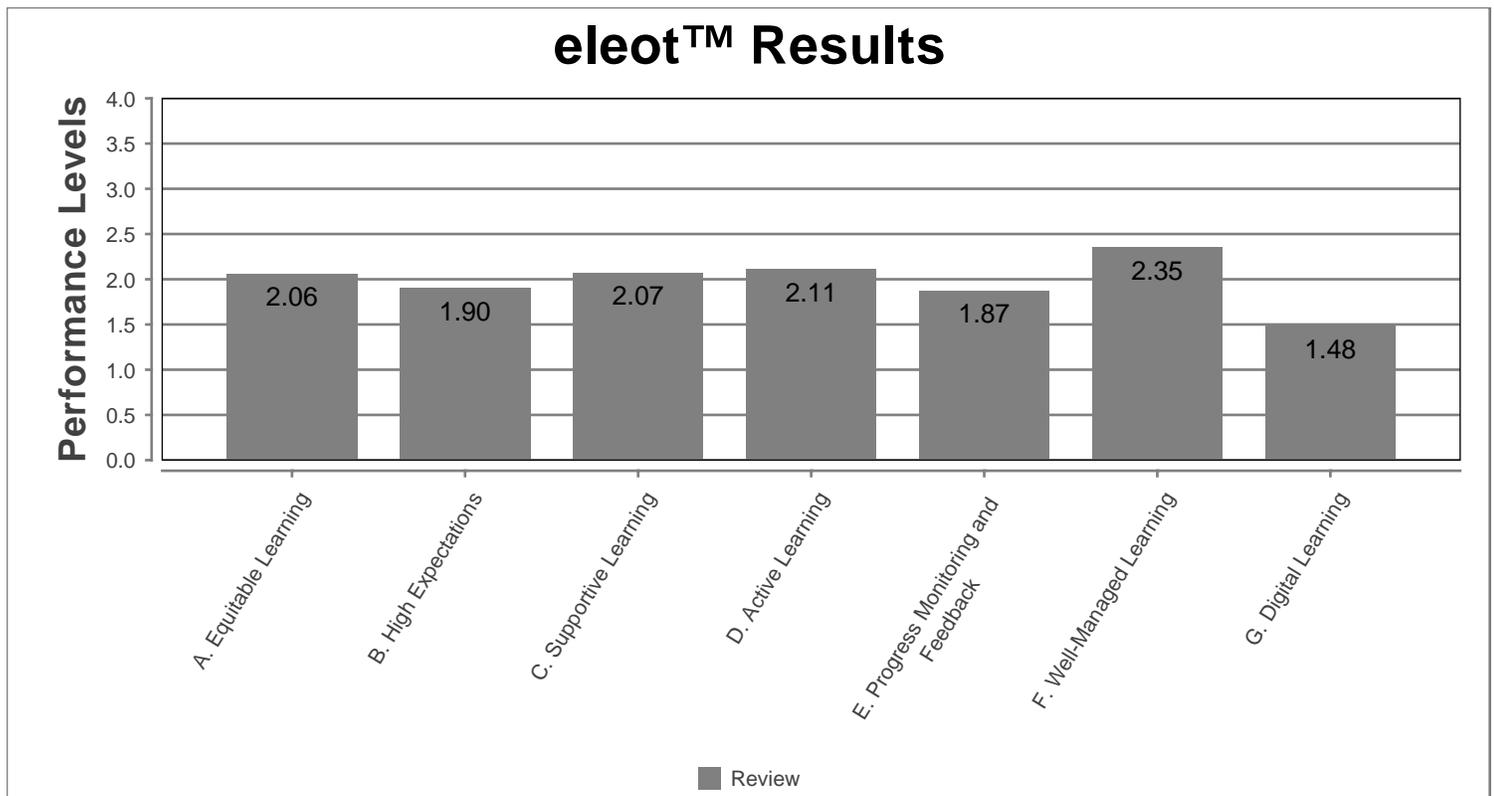
The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

Indicator	Description	Review Team Score
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	1.17
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.	1.00
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	1.00
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	1.00
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	1.67

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™.



Classroom observation results ranged from a rating of 2.35 on a 4 point scale in the Well-Managed Learning Environment to a rating of 1.48 on a 4 point scale in the Digital Learning Environment. The items receiving the highest ratings both occurred in the Well-Managed Learning Environment. "Follows classroom rules and works well with others" received a rating of 2.67 on a 4 point scale and "speaks and interacts respectfully with teacher(s) and peers" received a rating of 2.62 on a 4 point scale. Two of the items that received the lowest ratings occurred in the Digital Learning Environment. "Uses digital tools/technology to communicate and work

collaboratively for learning" was rated 1.40 on a 4 point scale and "uses digital tools/technology to conduct research, solve problems, and/or create original works for learning" was rated 1.45 on a 4 point scale.

Equitable Learning Environment

The Equitable Learning Environment received a rating of 2.06 on a 4 point scale. It was evident/very evident in 67 percent of classrooms that students had equal access to resources, including materials, discussions, and activities. Students were generally involved in whole group activities. It was evident/very evident in only 33 percent of the classrooms that students had differentiated learning opportunities and activities that met their needs (rated 1.98 on a 4.0 scale). Observers did not detect any evidence of differentiation in 50 percent of classrooms, suggesting that improvement in the use of differentiated learning opportunities would be a very significant leverage point for improving student achievement.

High Expectations Learning Environment

The overall rating for the High Expectations Learning Environment was 1.90 on a 4 point scale. "Is tasked with activities and learning that are challenging but attainable," received a rating of 2.25 on a 4 point scale. "Knows and strives to meet high expectations established by the teacher" was rated 2.22 on a 4 point scale. It was evident/very evident in just 23 percent of classrooms that students were asked and responded to higher order questions. It was evident/very evident in only 10 percent of the classrooms that students were provided exemplars of high quality work. To ensure success, students need to be engaged in activities that require them to apply, analyze, evaluate, and synthesize information. The consistent use of exemplary student work samples is a proven and effective way to convey high expectations for performance and represents potential leverage for improvement.

Supportive Learning Environment

The Supportive Learning Environment received an overall rating of 2.07 on a 4 point scale. "Is provided support and assistance to understand content and accomplish tasks" received a rating of 2.30 on a 4 point scale. It was evident/very evident that students exhibited that learning experiences were positive in 38 percent of the classrooms. It was evident/very evident that students demonstrated a positive attitude about the classroom and learning in 35 percent of the classrooms. In only 9 percent of the classrooms was it evident/very evident that students were provided additional or alternative instruction and feedback to meet their needs. Instruction was generally whole group and teacher centered (i.e., lecture). The more consistent use of varied learning activities, including providing students with additional or alternative instruction, appears to be a strategy that could have significant positive impact on student performance and success.

Active Learning Environment

The Active Learning Environment received a rating of 2.11 on a 4 point scale. The item receiving the highest rating was, "is actively engaged in the learning activities," which scored 2.28 on a 4 point scale. However, active student engagement was evident/every evident in only 36 percent of classrooms, and observers detected no evidence of active engagement in 20 percent of classrooms. It was evident/very evident that students had several opportunities to engage in discussions with teachers and classmates in only 35 percent of classrooms, again suggesting a heavy reliance on teacher-centered instruction. Improvement in the school's capacity to consistently and more authentically engage students in their learning represents a very significant leverage point for improvement in student success.

Progress Monitoring and Feedback Environment

The Progress Monitoring and Feedback Environment received a rating of 1.87 on a 4 point scale. "Demonstrates or verbalizes understanding of the lesson/content" received a rating of 2.1 on a 4 point scale, the highest rating in this learning environment. This indicator was very evident, evident, or somewhat evident in 73 percent of classrooms. Two items received a rating of 1.8: "is asked and/or quizzed about individual progress/learning" and "has opportunities to revise/improve work based on feedback." Both of these components are closely associated with formative assessment practices. Teacher questioning that probes for students' depth of understanding about content and skills typically informs teachers as to the effectiveness of previous instructional activities and helps guide planning for future lessons. This effective practice was evident/very evident in only 14 percent of classrooms and may represent a significant leverage point for improvement in student achievement.

Well-Managed Learning Environment

The Well-Managed Learning Environment received an overall rating of 2.35 on a 4 point scale. It was evident/very evident in over half of the classrooms that students interacted respectfully with teachers and classmates, knew classroom routines and behavioral expectations, and generally followed classroom rules. Of particular concern was that students were given few opportunities to collaborate in student-centered activities. These types of activities were evident/very evident in only 28 percent of classrooms. Providing students experiences in which they collaborate with their peers allows them to become actively involved in their learning, thereby increasing the likelihood of them understanding and retaining the content knowledge and skills.

Digital Learning Environment

Ratings for indicators in the Digital Learning Environment were less than 2.0 on a 4 point scale. It was evident/very evident in about 15 percent of the classrooms that students were using digital tools or technology to engage in high levels of work such as evaluating and using information, conducting research and solving problems, and/or communicating and working collaboratively. Student use of technology provides a highly

effective means to individualize instruction and to engage students in learning. The Digital Learning Environment also prepares students to use technology proficiently for future education and careers.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.98	Has differentiated learning opportunities and activities that meet her/his needs	15.00%	17.50%	17.50%	50.00%
2.	2.48	Has equal access to classroom discussions, activities, resources, technology, and support	12.50%	45.00%	20.00%	22.50%
3.	2.40	Knows that rules and consequences are fair, clear, and consistently applied	5.00%	42.50%	40.00%	12.50%
4.	1.40	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	0.00%	12.50%	15.00%	72.50%
Overall rating on a 4 point scale: 2.06						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.22	Knows and strives to meet the high expectations established by the teacher	5.00%	32.50%	42.50%	20.00%
2.	2.25	Is tasked with activities and learning that are challenging but attainable	7.50%	27.50%	47.50%	17.50%
3.	1.38	Is provided exemplars of high quality work	0.00%	10.00%	17.50%	72.50%
4.	1.95	Is engaged in rigorous coursework, discussions, and/or tasks	5.00%	25.00%	30.00%	40.00%
5.	1.72	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	0.00%	22.50%	27.50%	50.00%
Overall rating on a 4 point scale: 1.90						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.22	Demonstrates or expresses that learning experiences are positive	7.50%	30.00%	40.00%	22.50%
2.	2.15	Demonstrates positive attitude about the classroom and learning	7.50%	27.50%	37.50%	27.50%
3.	1.95	Takes risks in learning (without fear of negative feedback)	2.50%	22.50%	42.50%	32.50%
4.	2.30	Is provided support and assistance to understand content and accomplish tasks	15.00%	22.50%	40.00%	22.50%
5.	1.72	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	7.50%	15.00%	20.00%	57.50%
Overall rating on a 4 point scale: 2.07						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.12	Has several opportunities to engage in discussions with teacher and other students	10.00%	25.00%	32.50%	32.50%
2.	1.92	Makes connections from content to real-life experiences	2.50%	20.00%	45.00%	32.50%
3.	2.28	Is actively engaged in the learning activities	12.50%	22.50%	45.00%	20.00%
Overall rating on a 4 point scale: 2.11						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.80	Is asked and/or quizzed about individual progress/learning	7.50%	7.50%	42.50%	42.50%
2.	1.92	Responds to teacher feedback to improve understanding	7.50%	15.00%	40.00%	37.50%
3.	2.10	Demonstrates or verbalizes understanding of the lesson/content	7.50%	22.50%	42.50%	27.50%
4.	1.72	Understands how her/his work is assessed	2.50%	15.00%	35.00%	47.50%
5.	1.80	Has opportunities to revise/improve work based on feedback	12.50%	5.00%	32.50%	50.00%
Overall rating on a 4 point scale: 1.87						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.62	Speaks and interacts respectfully with teacher(s) and peers	17.50%	42.50%	25.00%	15.00%
2.	2.68	Follows classroom rules and works well with others	15.00%	50.00%	22.50%	12.50%
3.	2.05	Transitions smoothly and efficiently to activities	15.00%	17.50%	25.00%	42.50%
4.	1.85	Collaborates with other students during student-centered activities	12.50%	15.00%	17.50%	55.00%
5.	2.55	Knows classroom routines, behavioral expectations and consequences	15.00%	37.50%	35.00%	12.50%
Overall rating on a 4 point scale: 2.35						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.60	Uses digital tools/technology to gather, evaluate, and/or use information for learning	12.50%	5.00%	12.50%	70.00%
2.	1.45	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	7.50%	7.50%	7.50%	77.50%
3.	1.40	Uses digital tools/technology to communicate and work collaboratively for learning	5.00%	10.00%	5.00%	80.00%
Overall rating on a 4 point scale: 1.48						

Findings

Improvement Priority

Develop a comprehensive district wide assessment system that produces data about student learning from multiple assessment measures. Ensure this assessment system is regularly monitored, evaluated and revised for reliability and effectiveness in generating accurate and actionable information to guide improvement planning. Further ensure that all staff regularly collect, analyze and use the data to inform decisions regarding instruction, professional practices and the conditions that support learning. (This indicator also relates to Indicator 5.2) (Indicator 5.1) (Indicators 5.1)

Evidence and Rationale

Student Performance Data:

Student performance data suggests that district leaders have not established effective processes for the collection, analysis, and use of data to inform decision-making and improvement planning at the classroom, school, or district levels. The district’s management and use of data are not positively impacting student performance.

Stakeholder Survey Data:

Seventy-five percent of staff agree/strongly with the statement, “Our school employs consistent assessment measures across classrooms and courses.” Seventy-eight percent of staff agree/strongly agree with the statement, “Our school has a systematic process for collecting, analyzing, and using data.”

However, just 28 percent of students indicated that they agree/strongly agree with the statement, “All of my

teachers change their teaching to meet my learning needs,” suggesting that data is seldom used to adjust curriculum, instruction, and assessment practices at the classroom level.

Stakeholder Interviews:

Stakeholder interviews indicated that the district lacks a comprehensive assessment system. Although the district administers Case 21 benchmark assessments and Measures of Academic Progress (MAP), there is no process for the analysis and use of data from those assessments. There was no evidence that the district has established common assessments for similar courses and/or grade levels. Also, there was minimal use of data to inform instruction. District staff confirmed that there is no process for evaluating programs with comparison and trend data.

Review of Documents and Artifacts:

The Diagnostic Review Team examined the following evidences and documents:

MAP, eleot™, Case21 Benchmarks, Apperson Data Link (used to scan student assessment answer sheets)

Case21 Assessment Bank

District Assessment Plan (note: lacks focus on using assessment data)

Instructional Technology List (Plato, Study Island, ALEKS, Moby Max, Khan Academy)

Protocols for Data Collection (Assessment Framework and a PDSA Protocol)

Data Transparency Document

Protocol for Data Use (describes a process and is not tailored to the particular needs of a specific school)

2014 District Internal Review Document

Data Usage Self-Assessment (ratings without explanation)

Academic Calendar Survey

Strategic Framework Survey

Transition Survey (opinions not supported by evidence)

Indicator 5.1 was also an Improvement Priority in the 2014 Diagnostic Review Process, as follows: “Develop a comprehensive district wide assessment system that produces data about student learning from multiple

assessment measures, including those locally developed. Ensure the system is regularly monitored and evaluated for reliability and effectiveness and revised as needed. Ensure that all staff regularly collect, analyze and use the data to drive decisions regarding instruction, professional practices and the conditions that support learning.” The Improvement Priority has not been satisfactorily addressed. Therefore, it remains an Improvement Priority for 2015.

Improvement Priority

Develop a system of common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. Ensure these policies, processes and procedures are implemented and evaluated/monitored regularly across all grade levels and all courses. (Indicator 3.10)

(Indicators 3.10)

Evidence and Rationale

Student Performance Data:

Student performance data suggests that district grading and reporting policies/practices are not effective in helping to ensure that the core academic program is appropriately challenging and rigorous or that academic grades accurately assess student knowledge and skills. Based on the Diagnostic Review Team's review of current grading policies and practices, the extent to which academic grades can currently be used to determine student preparedness for success at the next level is not clear. Of particular concern is that standardized performance data for Fleming County High School is consistently below state averages in all areas of the core academic program. For example, the school's ACT composite score for 2013-14 was 18.5, while the state average was 19.4. The school's PLAN composite score for 2013-14 was 15.8, while the state average was 17.2. Performance data and other documentation suggest that the district's ability to accurately assess student knowledge and skills to determine preparedness for the next level and to effectively communicate progress and mastery information to parents through academic grades is limited.

Classroom Observation Data:

The Progress Monitoring and Feedback Environment received an overall rating of 1.87 on a 4 point scale. One component of that environment, “understands how her/his work is assessed” received a rating of 1.72 on a 4 point scale and was evident/very evident in just 18 percent of classrooms. These results suggest that students may be infrequently exposed to an environment in which clearly defined grading criterion (i.e., rubrics, exemplars of high quality student work, lesson learning targets, etc.) are being used.

Stakeholder Survey Data:

Survey data indicates that stakeholders do not hold favorable perceptions regarding current grading and reporting policies and practices. Fifty-eight percent of students agree/strongly agree with the statement, “All of my teachers fairly grade and evaluate my work.” Forty-seven percent of staff agree/strongly agree with the statement, “All teachers in our school provide students with specific and timely feedback about their learning.”

Stakeholder Interviews:

The superintendent's presentation and interviews with district administrators indicated that the grading and reporting improvement priority has not been a primary focus. In reference to the lack of progress on this indicator, one administrator stated, "This is a total train wreck." There is no systemic use of common grading and reporting policies, processes, and procedures.

Review of Documents and Artifacts:

There was no evidence presented of stakeholder communication policies, processes, or procedures regarding grading and/or reporting. Indicator 3.10 was also an Improvement Priority in the March 2014 Diagnostic Review Report, as follows: "Develop, implement, and evaluate the effectiveness of district grading and reporting policies and practices used by all teachers in all schools. Define clear criteria that base academic grades on student attainment of content knowledge and skills that will be assessed by all teachers using common grading and reporting policies. This Improvement Priority has not been satisfactorily addressed. Therefore, it remains as an Improvement Priority for 2015.

Improvement Priority

Develop, implement and evaluate procedures for analyzing data to determine verifiable improvement in student learning. Systematically use results to design and implement improvement action plans related to student learning, including readiness for and success at the next level. (This Improvement Priority also relates to Indicators 5.3 and 1.4)

(Indicator 5.4)

(Indicators 5.4)

Evidence and Rationale

Student Performance Data:

Student performance results, including interim assessment data from Fleming County High School's January 2015 Quarterly Report, do not suggest that improvement planning processes are effective in increasing student academic achievement or that district personnel are consistently using assessment results to design, implement, and evaluate the effectiveness of their continuous improvement planning practices.

Classroom Observation Data:

As detailed previously in this report, classroom observation data does not reflect improvement in areas targeted for improvement at the school in the last year (i.e., engagement, formative assessment). Observation data reflects a consistent decline in the quality of the learning environments in comparison to classroom observation data collected during the previous Diagnostic Review conducted in March 2014.

Stakeholder Survey Data:

Survey data indicates that there is not consistent agreement among stakeholders that the district engages in a continuous improvement process for analyzing data to improve student learning. For instance, 70 percent of 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 practice." However, only 54 percent of students agree/strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs." Forty-one percent of parents agree/strongly agree with the statement, "Our school ensures that all staff members monitor and report the achievement of school goals."

Stakeholder Interviews:

Stakeholder interviews indicated that the district plans to use the AdvancED Standards of Quality as a guide for continuous improvement. Board policies are being updated and procedures are being created for implementation guidance for the policies. Roles and responsibilities for district staff have been defined. However, interviews indicated that the direction for data analysis used in improving specific conditions that support learning has not been specified. Although there were plans for various district initiatives, many of these initiatives were only partially implemented, and there was no data or evidence of evaluative processes for those initiatives beyond the Plan-Do-Study-Act (PDSAs) and 30-60-90 processes. Interviews indicated a combined lack of instructional leadership at Fleming County High School and limited support from the district regarding effective data analysis. Interviews also revealed that there was no effective system for the collection and analysis of data and that there has been little training for staff in the analysis and use of data to increase student learning.

Review of Documents and Artifacts:

The following documents and artifacts were reviewed:

District Data Protocol (part of the District Assessment Framework which guides collection of data. Lacks specific protocols for analysis of data, and lacks specific guidance in the use of data for school improvement)

Data Analysis Process (actually the District Professional Learning Community [PLC] Framework)

Board of Education Minutes (indicates only simple assessment data for 2013 K-PREP results)

School and district PDSAs and 30-60-90 Plans (do not include data or data analysis for the Study portion of the PDSA process)

Stakeholder interviews

Transition survey of 2013 graduates

Stakeholder survey data

Data Team PowerPoint (presented at leadership meeting – no indication of plan for implementation or actual formation of data teams)

District Professional Development Plan (includes a staff professional development needs survey - no evaluation of sessions/content or monitoring of implementation of learning from the professional development)

Data preparedness survey

Summary of Continuous Improvement Process (described as PDSA, Professional Growth Plan [PGP], CAP, maintenance walkthroughs, linkage charts, and eleot data. The summary states that a timeline is included, but the Diagnostic Review Team did not find a timeline in its review of documents and artifacts. The summary also states that “evidence is showing improved conditions to support student success,” but the documents and artifacts did not contain any evidence leading to that conclusion.

Examples of the Continuous Improvement Implementation Process (from December Quarterly Report, including student and staff attendance data, a list of activities of the district leadership staff, and descriptions of release days for staff to work on curriculum). Does not list specific outcomes to be produced or measured from that work

Fleming County High School Comprehensive School Improvement Plan

Walkthrough process and tools (the process narrative does not contain a rationale for using the eleot tool. Feedback from the process is to be provided on a template that requires three summary statements and has space for additional evidence)

Fleming County Teaching and Learning Framework (summary of Danielson domains)

Pacing guides for Algebra I, geometry, and biology

Indicator 5.4 was also an Improvement Priority in the 2014 Diagnostic Review Process, as follows: “Develop policies and procedures for analyzing data to determine verifiable improvement in student learning. Systematically and consistently use results to design, implement, and evaluate the outcomes of continuous improvement action plans related to student learning, including readiness for and success at the next level.” This Improvement Priority has not been satisfactorily addressed. Therefore, it remains as an Improvement Priority for 2015.

Improvement Priority

Develop, implement and evaluate system effectiveness in fostering higher levels of student engagement through the use of instructional strategies that require student collaboration, self-reflection, and the use and development of critical/higher order thinking skills. Further, these instructional strategies should be targeted at

individualized student learning needs and require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools. (Indicator 3.3)
(Indicators 3.3)

Evidence and Rationale

Student Performance Data:

Student performance data suggests that all students are not consistently exposed to highly engaging learning environments that help ensure achievement of learning expectations. For example, while ACT results between 2012-13 and 2013-14 improved, demonstrating that higher levels of student achievement are clearly possible, PLAN (Preliminary ACT assessment) scores for 2013-14 reveal a significant decline over the previous year in all areas.

Classroom Observation Data:

Classroom observation data suggests that students are not consistently exposed to learning environments that effectively engage them in their learning. It was evident/very evident that students were actively engaged in learning activities and had several opportunities to engage in discussions with teachers and other students in only 35 percent of the classrooms. It was evident/very evident that students were provided with additional/alternative instruction and feedback at the appropriate level of challenge for their needs and were given opportunities to make connections from content to real-life experiences in only 23 percent of classrooms.

Stakeholder Survey Data:

Forty percent of parents agree/ strongly agree with the statement, "All of my child's teachers meet his/her learning needs by individualizing instruction."

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

Forty-nine percent of staff agree/strongly agree with the statement, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students."

Fifty-one percent of staff agree/strongly agree with the statement, "All teachers in our school use a variety of technologies as instructional resources."

Fifty-four 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."

Stakeholder Interviews:

District staff members and administrators indicated that several teachers in the district were not performing at

the “accomplished” level of the Professional Growth and Evaluation System. They also indicated that there were no focused strategies used by teachers that promoted higher order thinking and skill development in students. In the district presentation made to the Diagnostic Review Team on Sunday night and also in interviews throughout the week, administrators expressed surprise that this was not highlighted in the previous March 2014 Diagnostic Review. As with Indicators 3.1 and 3.2, the need for improvement with regard to this Indicator was recommended by the 2014 Diagnostic Review Team, but was not required.

Review of Documents and Artifacts:

There was no evidence to indicate that the district was monitoring student engagement or had developed specific strategies such as professional development, support with lesson planning, or delivery of model lessons to address low levels of student engagement at Fleming County High School.

In the previous Diagnostic Review Report (March 9-12, 2014) Indicator 3.3 was rated at Level 2 and identified as an Opportunity for Improvement as follows: “Develop new practices or refine existing practices and approaches that will ensure teachers throughout the system engage students in their learning through the use of highly effective and research aligned instructional strategies including student collaboration, self-reflection, the development of critical thinking skills, personalization, use of intervention strategies, application of knowledge, integration of content and skills with other disciplines, and use of technology.” In this Diagnostic Review, Indicator 3.3 received a score of 1.0.

Improvement Priority

Develop, implement and evaluate the effectiveness of a systematic process to monitor and adjust curriculum, instruction and assessment based on data from multiple assessments of student learning and examinations of professional practices. (Indicator 3.2)

(Indicators 3.2)

Evidence and Rationale

Student Performance Data:

A review of student performance data over the last two academic years suggests that the district has not developed effective continuous improvement processes for monitoring student learning and using this data to adjust district support, services, programs, supervision/evaluation practices, resource allocation, etc. Performance data does not indicate a consistent, positive trend in the improvement of student learning in the core academic program. Of particular concern is that achievement and gap delivery targets for 2013-14 were not met in any academic area except social studies. Interim assessment outcomes in the January 2015 Fleming County High School Quarterly Report also reveal inconsistent results with regard to student achievement. For example, the average scale score on the English, reading and science Case 21 (ACT-Predictor) declined in comparison to 2014 ACT results. While there was improvement in math based on this predictor test, the mathematics data from MAP (Measures of Academic Progress) does not reflect improvement since the beginning of the 2014-15 school year. MAP assessment data collected in the second trimester of the current school year declined in 9th, 10th, and 11th grade math, reading, and language usage

over the initial administration of the assessment in the first trimester.

Classroom Observation Data:

The Progress Monitoring and Feedback Environment received a rating of 1.87 on a 4 point scale. Two items received a rating of 1.8 on a 4.0 scale: “is asked and/or quizzed about individual progress/learning” and “has opportunities to revise/improve work based on feedback.” These ratings suggest that there is not a common formative assessment instructional practice in use. It was evident/very evident that students were asked and/or quizzed about individual progress/learning in only 15 percent of the classrooms.

Stakeholder Survey Data:

Survey data suggests limited stakeholder agreement that processes are in place to ensure that monitoring data are used to inform changes to curriculum, instruction and assessment practices. For example, only 28 percent of students agree/strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.” Fifty-eight percent of 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 practice.” Only 61 percent of parents agree/strongly agree with the statement, “All of my child’s teachers provide an equitable curriculum that meets his/her learning needs.”

Stakeholder Interviews:

District staff members and administrators indicated that neither common assessments nor assessment processes exist in the district based on identified standards. One administrator stated, “The process of curriculum alignment had not been completed.”

Review of Documents and Artifacts:

A thorough review of the Standards of Quality tab (district website) for Standard 3 indicated no existing curriculum documents or lesson plans aligned to the curriculum or common assessments.

In the previous Diagnostic Review Report (March 9-12, 2014) Indicator 3.2 was rated as Level 2 and identified as an Opportunity for Improvement, as follows: “Using data from multiple assessment of student learning, develop and implement collaborative processes to monitor and adjust curriculum, instruction and assessment practices to ensure vertical and horizontal alignment. Ensure that curriculum improvement processes include clear and systematic guidelines for vertical and horizontal alignment as well as alignment with the system’s purpose.”

Improvement Priority

Develop, implement and evaluate the effectiveness of the district’s instructional monitoring and support process. The process should formally and consistently examine instructional effectiveness that ensures student success and provides feedback which will impact the improvement of instructional practices,

specifically strategies to increase engagement and rigor. Further ensure that instructional practices are aligned with the district's values and beliefs about teaching and learning, and that teacher are effectively teaching the Kentucky Core Academic Standards. (Indicator 3.4)
(Indicators 3.4)

Evidence and Rationale

Student Performance Data:

Student performance data and interim assessment data documented in the January 2015 Quarterly Report for Fleming County High School suggest that school and district leaders have not established effective processes for monitoring instructional effectiveness and using this data and information to guide support, interventions, adjustments, etc., to curriculum, instruction, and assessment focused on improving student achievement and success.

Classroom Observation Data:

Classroom observation data revealed widely varying levels of instructional effectiveness across Fleming County High School and does not suggest that district leaders have been effective in establishing monitoring and support processes focused on providing all students with challenging and equitable learning experiences leading to next level preparedness and success. Classroom observation data collected during the March 2015 Diagnostic Review reflects less effective practices and conditions in six of the seven learning environments than the classroom observation data collected during the Diagnostic Review conducted in March 2014. The Equitable Learning Environment was rated 2.20 in 2014, but was rated 2.06 in 2015. The High Expectations Learning Environment was rated 2.10 in 2014 and 1.90 in 2015. The Active Learning Environment was rated 2.40 in 2014 and received a rating of 2.11 in 2015.

Stakeholder Survey Data:

Sixty-one percent of staff agree/ strongly agree with the statement, "Our school's purpose statement is based on shared values and beliefs that guide decision making."

Seventy-eight 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."

Sixty-five percent of staff agree/strongly agree with the statement, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning."

Stakeholder Interviews:

District staff members and administrators indicated that feedback from classroom walkthroughs has been provided on a limited basis and that no formal monitoring feedback document exists. According to staff

interviews, there was no evidence of change in instructional strategies based on walkthroughs.

Review of Documents and Artifacts:

Documents offered in support of this indicator included a Certified Evaluation Plan, district walkthrough data, and walkthrough protocol documents. There was evidence of very few eleot™ classroom observations offered to support this indicator. District staff acknowledged in their written materials that this indicator was an area that needed improvement.

Indicator 3.4 was an Improvement Priority in the 2014 Diagnostic Review Report and has not been satisfactorily addressed. Therefore, it remains as an Improvement Priority for 2015.

Improvement Priority

Develop, implement and regularly evaluate the effectiveness of the high school curriculum based on Kentucky Core Academic Standards. Further ensure that the curriculum is well supported by guidance documents, i.e., curriculum maps, detailed course descriptions, pacing guides, sample units, assessments, etc., which provide clear direction and support to teachers in ensuring all students are provided equitable and challenging learning experiences leading to next level preparedness and success. (Indicator 3.1)

(Indicators 3.1)

Evidence and Rationale

Student Performance Data:

Student performance data does not suggest that the district has developed and communicated a clearly defined curriculum that is supported with guidance documents including course descriptions, pacing guides, etc. Of particular concern is that the percentage of students scoring at proficient or distinguished levels on English II, Algebra II, and Biology End-of-Course assessments has decreased between the 2011-12 and 2013-14 academic years. The percentage of students scoring at proficient or distinguished levels on the writing assessment remained constant at 40.2 for both the 2012-13 and 2013-14 academic years. Writing and practical living programs reviews show that both are classified as needs improvement, with a total score of 3.1 in writing and a 7.2 in practical living out of a possible 12.0 points.

There is evidence of improvement in student proficiency rates on the U.S. History End-of-Course assessment between 2011-12 and 2013-14. Additionally, average scores on the ACT show a positive trend from 2011-12 to 2013-14 in the areas of math, reading, and science. Scores in English remained the same at 16.4 for both 2011-12 to 2012-13, but increased to 17.5 in 2013-14. However, scores in all content areas remain below state averages for those content areas. Both PLAN and ACT scores in all assessed content areas are below state averages.

The School Report Card indicates that proficiency delivery targets for the percentage of students scoring at proficient and distinguished levels were met for social studies, but not for combined reading and math, reading, math, science, or writing. Students in Fleming County High School's non-duplicated gap group followed the

same pattern by meeting gap delivery target in social studies, but not the other content areas, including combined reading and math, reading, math, science, or writing.

Fleming County High School met its College and Career Readiness delivery target and its graduation rate delivery target for the 2013-14 school year. Scores for the College and Career Readiness delivery target and the graduation rate delivery target were both above the state average. While the district did meet its Annual Measurable Objective (AMO), Fleming County High School did not meet its AMO.

Classroom Observation Data:

Classroom observation data suggests that the district's curriculum, instructional design, and assessment practices are not helping to ensure teacher effectiveness and student learning, particularly with regard to academic rigor and challenge, critical/higher order thinking skills development, and opportunities for students to learn through differentiation in instruction. It was evident/very evident that students were engaged in rigorous coursework and discussions in only 30 percent of classrooms. It was evident/very evident that students were asked and responded to questions that required higher order thinking (e.g., applying, evaluating, synthesizing) in just 23 percent of classrooms. It was evident/very evident that students had differentiated learning opportunities and activities that met their needs in only 32 percent of classrooms.

Stakeholder Survey Data:

Survey data suggests that stakeholders do not hold favorable perceptions regarding the existence of an effective curriculum which ensures that all students are provided challenging and equitable learning experiences. Only 58 percent of staff agree/ strongly agree with the statement, "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills." Sixty-three percent of students agree/ strongly agree with the statement, "My school provides me with challenging curriculum and learning experiences."

Stakeholder Interviews:

In interviews, district staff members and administrators indicated that there is not a written curriculum document for Fleming County Schools. The instructional supervisor stated, "The district purchased EngageNY as a curriculum resource after the disposal of existing pacing guides based on Kentucky Core Academic Standards (KCAS)." Many interviewees seemed knowledgeable of the current use of EngageNY, but there was little clarity as to why the district had abandoned the existing state curriculum standards. Interviewees also noted that changes had occurred in the district in grades K-8, and that changes at the high school would begin in earnest the following year.

Review of Documents and Artifacts:

Review of the Standards of Quality tab on the district website for Standard 3 indicated no existing curriculum documents that support a district-wide curriculum development process.

In the previous Diagnostic Review Report (March 9-12, 2014), Indicator 3.1 was rated at Level 2 and identified as an Opportunity for Improvement as follows: "Devise, implement and regularly monitor a curriculum which provides all students with challenging and equitable opportunities to develop learning, thinking and life skills aligned with the system's purpose that prepares them for success at the next level. Ensure the curriculum is planned and monitored so like courses/classes have the same high learning expectations and that support for individualization or differentiation is also provided."

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.	2.00
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.	1.50
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.	1.67
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.	1.17

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.	2.00
2.2	The governing body operates responsibly and functions effectively.	2.17
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	2.33
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	2.00
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	2.67
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	1.67

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.	2.00
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	2.67
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	1.83
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	1.50

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.	2.17
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.	1.67
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.	1.83

Conclusion

The current superintendent of Fleming County Schools assumed his post in September 2014. In his presentation to the Diagnostic Review Team on Sunday evening, he acknowledged that the last few years have been challenging for the district as evidenced by "...severe financial issues, massive job cuts, low staff/student morale, and controversy." The district has implemented the AdvancED Standards for Quality to assist in becoming a "District of Distinction." This phrase "District of Distinction" is used frequently to describe the superintendent's focus on "growing as educators, staff, and as an organization." The district has recently adopted five strategic goals: 1) Teaching and Learning, 2) Fiscal, 3) Communication, 4) Culture, and 5) Accountability.

In March 2014, 18 Improvement Priorities were identified as the result of a Diagnostic Review of Fleming County Schools and its support and supervision of Fleming County High School. The district leadership team addressed these eighteen Improvement Priorities in its own Self-Assessment (Diagnostic Report: Fleming County; November, 2014). The district indicated that it had made some progress on eleven of the eighteen Improvement Priorities. It indicated no progress on seven of the eighteen Improvement Priorities.

In the district leadership team presentation to the Diagnostic Review Team on March 15, 2015, five of the eighteen Improvement Priority Indicators were identified as a "2015-2016 DISTRICT IDENTIFIED IMPROVEMENT PRIORITY." It was not clear what criteria were used to select these five areas. It is noteworthy that only two of the five areas identified by the district were also noted by the current Diagnostic Review Team as Improvement Priorities.

In his presentation to the Diagnostic Review Team, the superintendent outlined his plan to achieve the following for the district:

All schools are committed to rigor, equity, and student engagement.

All schools are committed to developing thinking, learning, and life skills for all students.

The School Improvement Plan will address goals for improvement of achievement and instruction.

The Board will operate with established roles and responsibilities and be ethical and free of conflict of interest.

Teachers will participate in collaborative learning communities.

All schools will have formal structures where students are well-known.

Grading and reporting will be based on clear criteria for attainment of knowledge and skills.

A student assessment system will be in place with local and standard assessments resulting in a range of data about student learning.

Professional and support staff will be trained in the evaluation, interpretation, and use of data.

Schools must use data to demonstrate growth in student learning, student readiness for the next level, and student success at the next level.

The items above appear to represent what the superintendent means when he uses the phrase "District of Distinction." These items also directly relate to the seven Improvement Priorities identified by the Diagnostic Review Team. The district leadership team is clear in terms of its needed focus for the immediate future. However, the leadership team was not clear about its focus for this Diagnostic Review in that it did not directly address how the district had supported the high school for the past twelve months in addressing the 2014 Improvement Priorities. The superintendent and leadership team established that they viewed the 2015 Diagnostic Review as a "...validation of our growth and a pregame for SACs Accreditation." The initial presentation focused on the district's adoption of the AdvancED Standards for Quality and its systemic approach to becoming a "District of Distinction" rather than focusing on specific actions taken to address the eighteen Improvement Priorities identified in March 2014.

The district did not complete the 2014 Leadership Assessment/Diagnostic Review Addendum as requested. The submitted form did contain the district's 2014-15 rating for each of the eighteen Improvement Priorities. The district did not indicate the degree to which the Improvement Priorities had been met, (e.g., partial, satisfactory, etc.) and there was no narrative evidence or rationale for any of the items.

The district submitted a form with the heading "2015 Leadership Assessment/Diagnostic Review Addendum." The first statement on the form is: "The purpose of this addendum is to provide feedback on progress made in addressing identified deficiencies in the 2011-2012 Leadership Assessment Report for the Fleming County School District." This report did not address any of the eighteen Improvement Priorities from March 2014. Instead, it addressed six leadership deficiencies identified several years earlier.

This discrepancy in report submission was raised in a meeting on March 17, 2015 between the Diagnostic Review Team Lead Evaluator and the superintendent. The Lead Evaluator stated that the primary focus of the current Diagnostic Review was to determine the extent to which the district had been supporting Fleming County High School's improvement efforts. The superintendent stated that he had not understood this was the focus and that he thought it was a systemic review, much as would occur with a regular AdvancED district accreditation review. The Lead Evaluator referred the superintendent to some supporting emails regarding completion and submission of the 2014 Leadership Assessment/Diagnostic Review Addendum. The superintendent then asked if the district could now complete the form and submit it later "that afternoon." The Lead Evaluator explained that he thought it would be acceptable, but would have to check. The superintendent indicated the district would proceed with completing the required report.

The 2014 Leadership Assessment/Diagnostic Review Addendum was submitted via email on Wednesday, March 18, 2015 at 3:44 pm EDT. None of the eighteen Improvement Priority ratings were changed by the district. The district did add a rating assessment to each Improvement Priority (e.g., addressed satisfactorily,

partially addressed, etc.) and a narrative section.

Additionally, on March 18, 2015, when the Diagnostic Review Team arrived onsite to finish its work, there was a one page document in a pile of previously requested evidence titled "Fleming County Schools: District Support of Fleming County High School." This document was a bulleted list of 23 items. The first four items on the list provide a representative sample of items, including:

Instructional Supervisor attends NISL with high school principal (2 days/month, 4 in January; July 2014 thru 2015)

Instructional Supervisor provides classroom observation support to the high school principal (beginning Spring 2014)

Instructional Supervisor acts as high school liaison, attending admin meetings, monitoring meetings, faculty meetings, and advisory council meetings (when possible)

District provided benchmark assessments and a high quality test bank (online)

The last four items on the 23 item list are:

District Special Education Director provides assistance with transition, community based instruction, vocational rehab/visits to Carl Perkins Center

Instructional Supervisor and special Ed director has provided direct services to students-testing accommodations

Instructional Supervisor manages School Improvement Grant

District provides professional resources - subscription to Ed Leadership and Association for Supervision and Curriculum Development (ASCD)

In a brief meeting between the superintendent and the Lead Evaluator on March 18, 2015, the superintendent expressed his displeasure with the review process. He expressed that he had believed the Diagnostic Review was going to be a validation of the work he had begun in establishing systematic processes for the entire district (K-12). He maintained that the focus on Fleming County High School had not been made clear to him. He stated that the entire school community was now upset with the process and that the Diagnostic Review Team had "set them back to where they were before his arrival."

It is also important to note that Fleming County High School did not meet the minimum response rate for parent surveys. Approximately 115 out of 700 parents completed the survey. However, the Diagnostic Review Team felt that the perceptions from over 100 parents were illustrative and should be included as a part of the Diagnostic Review.

The superintendent has begun to develop and implement Standards for Quality for the entire district. However, the district has not directly responded to the eighteen Improvement Priorities identified in the March 2014 Diagnostic Review. There was no specific plan mentioned that described the steps taken in the past year to address the Improvement Priorities, and there was also no plan offered for the next year.

Seven Improvement Priorities have been identified in this Diagnostic Review report. All are in the Teaching and Learning Domain. Addressing each of these Improvement Priorities will help the district to develop a comprehensive and effective continuous improvement process. It is essential for the district develop a targeted, focused plan to assist Fleming County High School in each of these areas. Such a plan will require considerable district support, as well as buy-in from the high school staff.

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

Improvement Priorities

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

- Develop a comprehensive district wide assessment system that produces data about student learning from multiple assessment measures. Ensure this assessment system is regularly monitored, evaluated and revised for reliability and effectiveness in generating accurate and actionable information to guide improvement planning. Further ensure that all staff regularly collect, analyze and use the data to inform decisions regarding instruction, professional practices and the conditions that support learning. (This indicator also relates to Indicator 5.2) (Indicator 5.1)
- Develop a system of common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. Ensure these policies, processes and procedures are implemented and evaluated/monitored regularly across all grade levels and all courses. (Indicator 3.10)
- Develop, implement and evaluate procedures for analyzing data to determine verifiable improvement in student learning. Systematically use results to design and implement improvement action plans related to student learning, including readiness for and success at the next level. (This Improvement Priority also relates to Indicators 5.3 and 1.4)
(Indicator 5.4)
- Develop, implement and evaluate system effectiveness in fostering higher levels of student engagement through the use of instructional strategies that require student collaboration, self-reflection, and the use and development of critical/higher order thinking skills. Further, these instructional strategies should be targeted at individualized student learning needs and require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools. (Indicator 3.3)

-
- Develop, implement and evaluate the effectiveness of a systematic process to monitor and adjust curriculum, instruction and assessment based on data from multiple assessments of student learning and examinations of professional practices. (Indicator 3.2)
 - Develop, implement and evaluate the effectiveness of the district's instructional monitoring and support process. The process should formally and consistently examine instructional effectiveness that ensures student success and provides feedback which will impact the improvement of instructional practices, specifically strategies to increase engagement and rigor. Further ensure that instructional practices are aligned with the district's values and beliefs about teaching and learning, and that teacher are effectively teaching the Kentucky Core Academic Standards. (Indicator 3.4)
 - Develop, implement and regularly evaluate the effectiveness of the high school curriculum based on Kentucky Core Academic Standards. Further ensure that the curriculum is well supported by guidance documents, i.e., curriculum maps, detailed course descriptions, pacing guides, sample units, assessments, etc., which provide clear direction and support to teachers in ensuring all students are provided equitable and challenging learning experiences leading to next level preparedness and success. (Indicator 3.1)

Addenda

Team Roster

Member	Brief Biography
Dr. George W Griffin	<p>Dr. Griffin holds B.A. and M.Ed.degrees from Duke University. He received his Ph.D.in Special Education from The University of North Carolina at Chapel Hill. Primary areas of concentration included the education of students with learning disabilities and/or behavior problems, and educational administration. During his 40-year education career Griffin has been a special education teacher, high school principal, central office program director, state department program director, and university professor. He has extensive experience in alternative school programming; having served as a school director and statewide program director for services for violent and assaultive youth in North Carolina. Griffin has served as the Department Chair in the Department of Educational Leadership, Research, and Technology at North Carolina Central University. He has also served as a Special Education Due Process Hearing Officer in North Carolina. Griffin is the author of several entries in the Encyclopedia of Educational Leadership and Administration as well as a contributor to several special education textbooks and professional journals.</p> <p>Dr. Griffin is an independent educational consultant (learnerdifferences.com). He serves as a Lead Evaluator with AdvancED and has lead reviews in numerous schools and school districts throughout the United States and in the Middle East. He was the keynote speaker and a session presenter at the first AdvancED International Learning Disabilities Conference (May, 2013) in Beirut, Lebanon. He has also presented interactive training sessions at AdvancED Global Education Conferences in the United Arab Emirates, Saudi Arabia, and Egypt.</p>
Mr. Darrell G. Daigle	<p>Darrell Daigle is the Education Recovery Leader at Christian County High in Hopkinsville, KY. He was a teacher and assistant principal at Henderson County High School in Henderson, KY. He was also Director of Secondary Education and Executive Director of Academic Services and Research for the Henderson County Schools.</p>
Dr. John A Ansman III	<p>Dr. John Ansman is currently an Evaluation and Transition Coordinator with Jefferson County Public Schools. John has served as an elementary teacher, resource teacher and elementary school principal. He has been President of the Jefferson County Association of School Administrators (JCASA), Kentucky Association of Elementary School Principals (KAESP), and on the Board of Directors for the National Association of Elementary School Principals (NAESP).</p>
Dr. Lisa Carroll	<p>Dr. Lisa Carroll is currently serving as an Educational Recovery Specialist for the Kentucky Department of Education assigned to Hopkins County Central High School. She has held a variety of roles in education throughout her career including Lead Principal K-12 and Middle School Principal, High School Assistant Principal, District Curriculum Specialist, Instructional Supervisor, Assistant Superintendent for Instruction and Highly Skilled Educator. Lisa has served on many review teams including those through AdvanceEd, KDE Scholastic Audits and SACS accreditation throughout the years. Having recently earned her doctorate in Educational Leadership from Morehead State University she is currently teaching graduate leadership courses online for the University of the Cumberlands.</p>

Member	Brief Biography
<p>Dr. Dena Dossett</p>	<p>Dena Dossett, Ph.D. is the Director of Planning in the Department of Data Management, Planning, and Program Evaluation for Jefferson County Public Schools (JCPS), Louisville KY. She coordinates the district’s improvement plan and facilitates school level planning activities. She directs the district’s program evaluation work and oversees the evaluation of 25-30 programs a year. She has over ten years of experience as a lead evaluator for numerous federal, state and private foundation grants. She also manages the district’s student assignment plan, demographics, and student services units.</p> <p>Dr. Dossett received a Ph.D. in experimental psychology with a concentration in cognitive psychology from the University of Louisville. Her prior experience includes university teaching and graduate research fellow. She is the author and co-author of several research publications and regularly presents at national educational conferences. Dr. Dossett has also served on several district and school level AdvancED External Reviews and Diagnostic Reviews.</p>
<p>Mr. Kevin Darrell Gay</p>	<p>Kevin Gay moved into the role of Educational Recovery Leader in July of 2014. He currently is serving in that capacity at Lee County High School. Previously, Mr. Gay served as principal at Leslie County High School. Before his arrival there in 2009, LCHS had been identified as a persistently low achieving (PLA) school. By January of 2013, under his leadership, Leslie County High was the first school in Kentucky to exit PLA status. Mr. Gay began his educational career as a social studies teacher and head football coach at Leslie County Middle School. His years of experience included principal at Hayes Lewis Elementary and Big Creek Elementary. Mr. Gay earned his Rank I in Supervision with certification for superintendent, supervisor of instruction, and director of pupil personnel from Eastern Kentucky University. He received his Master degree in educational leadership and his Bachelor of Science in History. He is affiliated with KDE School Turnaround Training, Kentucky Leadership Academy, and Kentucky Association of School Administrators.</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 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 Fleming County Schools.

District-Provided Overview: Fleming County Schools has made tremendous growth since March 2014. Beginning in September 2014, the district established the vision of becoming a “District of Distinction*,” utilizing AdvancEd Standards for Quality. Along with becoming a "District of Distinction*," our focus is on obtaining SACS accreditation for the district. The district has used the diagnostic review process as practice for earning accreditation and aligning processes and systems. We have extensively utilized AdvancEd's Standards for Quality Concept Map to align the district processes and focus in order to experience growth at the district, school and classroom levels.

Improvement Priority 1

Indicator 1.1	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
The system engages in a systematic, inclusive and comprehensive process to review, revise and communicate a system-wide purpose for student success.	1	2	2.0

1.1 Improvement Priority (2013-14) Develop and implement a formalized process for reviewing, revising, and communicating a district purpose statement that focuses on the success of all students. Ensure that the process includes participation by representatives from all stakeholder groups.	District Evaluation	Team Evaluation
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.		

*[As defined by the district]

District Evidence:

- System purpose statements – past and present (Superintendent Quarterly Reports)
- System purpose statements – past and present (Board reaffirmed mission statement and slogan)
- System purpose statements – past and present – (District webpage, Leadership Meeting agendas, Mission and Vision Statements are posted through central office and schools).
- System purpose statements – past and present (Leadership Framework)
- Minutes from meetings related to development of the system’s purpose and direction (District Team meetings and True North Activities from September and October 2014)
- Copy of Strategic Plan referencing the system purpose, direction and its effectiveness (Strategic Plan with board approval)
- Minutes from meetings related to development of the system’s purpose and direction (School Leadership Team meetings)
- Documentation or description of the process for creating the system’s purpose including the roles of stakeholders (District Team meetings and True North activities).
- Documentation or description of the process for creating the system’s purpose including the role of stakeholders (District Committee meetings, Custodial Staff meetings, School Nutrition Staff meetings, and Transportation Staff meetings)
- Communication plan to stakeholders regarding the system’s purpose (Communication Team meetings and plans)
- Examples of communications to stakeholders about the system’s purpose (District website, “The Fleet newsletters, District newsletters, Board Briefs, Core Beliefs and Values, and Student handbook)
- Written system external review procedures and documents that monitor its districts adherence to the system purpose and direction (Policy 01.111 and CDIP)
- Written system external review procedures and documents that monitor its districts adherence to the system purpose and direction (2012 District Leadership Assessment Report, 2013 Management Audit Report, and 2014 Diagnostic Review District Report)
- Written system external review procedures and documents that monitor its districts adherence to the system purpose and direction (District’s Vision)
- Examples of communications to stakeholders about the system’s purpose (Superintendent’s Report, 30/45/60 Day Focus Progress Report, Superintendent’s Self Evaluation, all presented each month at board meeting and shared with Superintendent’s Council)
- Examples of communications to stakeholders about the system’s purpose (Board meeting minutes and committee meeting minutes)
- Evidence of high expectations for student success (About Us page on website)

District Supporting Rationale:

With stakeholder input through surveys and stakeholder committees, the district has developed a district vision and core beliefs. Additionally, the district mission Statement has been reviewed. The district vision, mission, and core beliefs focus on student achievement and have been communicated to all stakeholder groups. This process of revision and review will occur annually as part of the continuous improvement process. The district mission statement will be a focus of the review process for 2015-16. The district’s vision is posted on all district communications and throughout the schools.

<p>Indicator 1.1: Evidence of Focus:</p> <ul style="list-style-type: none"> • District Vision, Mission & Core Beliefs • District Team Meetings & Committee Meetings • Strategic Plan • 30-Day Focus Progress Report <p>Indicator 1.1: (Strengths):</p> <ul style="list-style-type: none"> • The Fleming County School system maintains and communicates a vision for high expectations = District of Distinction!*

<p>Team Evidence:</p> <ul style="list-style-type: none"> • Standard 1.1 Summary • Quarterly Reports • Strategic Plan • Interviews with central office staff

<p>Team Supporting Rationale:</p> <p>Fleming County Schools has a mission statement and slogan. Weekly district leadership meetings were implemented with the goal of creating a strategic plan and purpose statements. The strategic goals were presented to the Board of Education for their approval in November 2014. The mission statement, vision statement, and strategic goals are communicated to stakeholders through website postings, emails, agendas, and monthly department meetings. The Diagnostic Review Team rated this improvement priority as “partially addressed” because there was evidence that the Improvement Priority had been addressed to an extent. At the same time, there was no evidence that the district sought significant input from Fleming County High School stakeholders.</p>
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Improvement Priority 2

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

<p>1.2 Improvement Priority (2013-14)</p> <p>Develop and implement policies and procedures that outline the expectations for schools regarding a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success. Monitor and maintain data about each school and provide feedback for the improvement of the implementation of the process to school personnel.</p>	<p>District Evaluation</p>	<p>Team Evaluation</p>
<p>This Improvement Priority has been addressed in an exemplary manner.</p>		

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

District Evidence:

- Summary of Standard 1.2 (Summary)
- Written system external review procedures and documents that monitor the district’s adherence to the system purpose and direction (Superintendent’s Quarterly Reports)
- Agendas/or minutes that reference a commitment to the components of the district’s purpose statements (School Leadership Meetings and District Leadership Meetings)
- Written system external review procedures and documents that monitor the district’s adherence to the system purpose and direction
- Teaching and Learning Framework District Assessment Framework
- Written system external review procedures and documents that monitor the district’s adherence to the system purpose and direction (PLC document)
- Written system external review procedures and documents that monitor the district’s adherence to the system purpose and direction (KSBA school board policies)
- Teaching and Learning
- Evidence Data Walls
- MAP testing
- Engage NY lessons
- Engage NY presentation STEM Scopes
- IXL data
- Case 21 Benchmark Transparency Document
- Moby Max Data
- Agendas/or minutes that reference a commitment to the components of the district’s purpose statements (District Leadership Team and School Leadership Team Meetings)
- Written system external review procedures and documents that monitor the district’s adherence to the system purpose and direction (Pacing Guides)
- Survey Results – shared decision making (Shared leadership surveys)
- Agendas/or minutes that reference a commitment to the components of the district’s purpose statements
- FCHS Advisory Council Meeting
Minutes
SMS SBDM Meeting
Minutes
- FES SBDM Meeting Minutes
- EES SBDM Meeting Minutes
- WES SBDM Meeting Minutes
- Examples of written stakeholder communications or marketing materials that portray the district’s purpose and direction
- Reality Store
- Truth and Consequences
- Resource Center Intervention and Activities
- Written system external review procedures and documents that monitor the district’s adherence to the system purpose and direction
- Student Council Meetings

- Student Recognition at Board Meetings
- Written system external review procedures and documents that monitor the district's adherence to the system purpose and direction
- Teaching & Learning PowerPoints DAC webpage
- Written system external review procedures and documents that monitor the district's adherence to the system purpose and direction (PLC's)
- Written system external review procedures and documents that monitor the district's adherence to the system purpose and direction
- Engage NY
- Case 21 Benchmarks
- Written system external review procedures and documents that monitor the district's adherence to the system purpose and direction
- District based PDSA's Certified evaluation forms Classified evaluation forms
- Agendas and/or minutes that reference a commitment to accountability (District team meetings)
- Written system external review procedures and documents that monitor the district's adherence to the system purpose and direction
- School based PDSA's Corrective Action Plan Professional Growth Plans
- District leadership walkthrough process & tools
- Written system external review procedures and documents that monitor the district's adherence to the system purpose and direction
- SMS Guidance plan
- Elementary schools' guidance plan

District Supporting Rationale:

Each school has reviewed and revised their purpose for student success, focusing on alignment with the district vision. The district senior leadership team members attend school staff and Professional Learning Community meetings to monitor the communication of and adherence to the school purpose. School purpose statements have been communicated via the school websites. School PDSA plans have been developed to target areas of improvement to progress toward the school purpose for student success. The Teaching and Learning Framework has been utilized to monitor the effectiveness of the process in each school. The district performs regular school wide walkthroughs to monitor and evaluate student engagement, which is aligned to the district's vision of becoming a "District of Distinction.*"

Indicator 1.2 Evidence of Focus:

- PLC Framework, School PDSA's
- School & Staff Evaluation Process
- Teaching & Learning Framework

Indicator 1.2: (Strengths):

- Schools are engaging in an intentional continuous improvement process.

Indicator 1.2: (Area(s) for Improvement)

- A systematic process for continuous improvement in each classroom aligned to the district's vision.

<p>Team Evidence:</p> <ul style="list-style-type: none"> • Summary for Standard 1.2 • Superintendent’s Quarterly Reports • PLC Framework • Board Policy Manual
<p>Team Comments:</p> <p>The evidence does not illustrate specific actions to ensure that Fleming County High school has developed a process and purpose related to student success. There are general written expectations that the district’s purpose will be addressed in various ways (e.g., PLCs), but nothing specific to the high school. As with Improvement Priority 1, there was evidence that this item had been addressed at the district level, but not directly at the high school.</p>

Improvement Priority 3

Indicator 2.1	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
The governing body establishes policies and support practices that ensure effective administration of the system and its schools.	1	2	2.0

2.1 Improvement Priority (2013-14)	District Evaluation	Team Evaluation
Develop policies and practices that clearly support the purpose and direction for operating an effective district and its schools. Ensure policies and practices have applicable mechanism in place for monitoring student learning, effective instruction, and assessment that produce equitable and challenging learning experiences for all students. Review and revise policies and practices requiring directions for professional growth of all staff.		
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"> ▪ Governing body policies, procedures, & practices (Board Policies & Procedures) ▪ Governing body policies, procedures, & practices (HES SBDM Policies) ▪ Governing body policies, procedures, & practices (District Framework Overviews) ▪ Governing body policies, procedures, & practices (Pre-trip Inspection Form) ▪ Governing body policies, procedures, & practices (Extra-curricular trip Form) ▪ (Example extra-curricular trip form - vans) (Example extra-curricular trip form – buses)

(Sample system quality control procedures)

- Governing body policies, procedures, & practices (Core Beliefs & Values)
- Governing body policies, procedures, & practices (Example Transportation Work Order)
- Governing body policies, procedures, & practices (District Attendance & Discipline Code Policy)
- Governing body policies, procedures, & practices (Assessment Framework Draft)
- Governing body policies, procedures, & practices (FCHS ELEOT Walkthroughs)
- Governing body policies, procedures, & practices (Teaching & Learning Framework Draft)
- Governing body policies, procedures, & practices (Certified Evaluation Plan)
- Governing body policies, procedures, & practices (Classified Evaluation Plan)
- Governing body policies, procedures, & practices (Hiring Process)
- Governing body policies, procedures, & practices. (Vehicle Fuel Report Form)
- Governing body policies, procedures, & practices (Purchasing Procedures Checklist)
- Governing body policies, procedures, & practices (Fundraiser Packet)
- Governing body policies, procedures, & practices (Transportation Staff Meetings)
- Governing body policies, procedures, & practices (Custodial Staff Meetings)
- Governing body policies, procedures, & practices (School Nutrition Staff Meetings)
- Student Handbooks (FCHS Student Handbook)
- Student Handbooks (SMS Student Handbook)
- Student Handbooks (HES Student Handbook)
- Student Handbooks (WES Student Handbook)
- Staff Handbooks (Staff Handbook 2014-2015)
- Staff Handbooks (Transportation Handbook)
- Staff Handbooks (Custodial Handbook)
- Staff Handbooks (Substitute Teacher Handbook)
- Professional development plans (Professional Development Plan)
- Professional development plans (Professional Development Academy Offerings)
- Professional development plans (Sample Professional Growth Plans)
- Communications to stakeholders about policy revisions (Classified Evaluation Plan Communication)
- Communications to stakeholders about policy revisions (Attendance Policy Changes Communication)
- System quality control procedures
- Certified Evaluation Training for Administrators
- PGES Training for Priority Schools – Guiding Questions Gifted/Talented Update Presentation for Schools Literacy/PGES Professional Learning Presentation for Schools OPGES Overview
- Literacy Strategies PPT for Lync Session Comprehension Instruction Sequence Presentation
- Student Growth Goal Feedback Training for Administration 2014 Driver Training
- Technology to Support Instruction Training Project Read
- Darkness to Light PD Opportunity

District Supporting Rationale:

The district has established policies and practices that clearly support the purpose and direction of the system and its schools by finalizing district policies and creating a new district procedures document. In years past the district did not have a procedure manual, which made most decisions inconsistent and unclear. Ultimately, this new procedure manual will provide governance by allowing consistency and clear direction for decision-making within the district. Teaching and Learning updates are provided to the Board and give a clear understanding of the teaching and learning that is occurring across the district on a monthly basis. The development of Board Core Beliefs statements serve to communicate what will be the focus of their work. The procedures for fiscal management have been created, clarified, and communicated to all staff members. Financial clinics for responsible parties have been conducted, along with independent evaluation of fiscal accounts. Ongoing financial clinics have been scheduled.

Indicator 2.1: Evidence of Focus:

- Policy & Procedure Revisions Finalized
- Monthly Teaching & Learning Board Updates
- Board Core Beliefs

Indicator 2.1: (Strengths):

- Revised, Board-approved policies & procedures.

Indicator 2.1: (Area(s) for Improvement):

- Communication, monitoring, and evaluation of adherence to Board policies & procedures.

Team Evidence:

- Board Policies and Procedures
- District Framework Overviews
- eleot observations (12)
- Board interviews

Team Supporting Rationale:

The district staff presented very little evidence that it had a functioning mechanism in place for monitoring student learning, effective instruction, and assessment that produce equitable and challenging learning experiences for all students. A written list of activities was presented to the Diagnostic Review Team on the last morning of the review (March 18, 2015). The list was not organized in any manner. There was no overall plan of action as required by the Improvement Priority. This item was rated as partially addressed because there is evidence that district staff discussed the issue and sees this Improvement Priority as a need. There is also some evidence (e.g., eleot, walkthrough protocols) that central office staff had been involved several times in assisting the high school staff, but there was no evidence of a systematic or regular process.

Improvement Priority 4

Indicator 2.2	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
The governing body operates responsibly and functions effectively.	1	2	2.2

2.2 Improvement Priority (2013-14) Develop and implement a systematic process whereby the district: 1) evaluates decision and actions to ensure they are in accordance with defined roles and responsibilities, 2) participates in formal professional development that includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility.	District Evaluation	Team Evaluation
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.		

District Evidence:

- Governing authority policies on roles and responsibilities, conflict of interest (Code of Ethics)
- Governing authority policies on roles and responsibilities, conflict of interest (General Duties & Responsibilities of the Board – Policy)
- Governing code of ethics (EPSB Code of Ethics)
- Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest (District Core Beliefs)
- Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest (PBIS Communication/Documentation)
- Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest (PBIS I Module)
- Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest (PBIS II Module)
- Governing authority minutes related to training (Board Meeting Schedule 2015)
- Governing authority minutes related to training (Board approval of training – Board Minutes)
- Governing authority minutes related to training (Board Training Documentation)
- Governing authority training plan (Board Member Training Documentation)
- Governing authority training plan (SBDM Training Certificates)
- Governing authority training plan (SBDM Training Evaluations)
- Governing authority training plan (SBDM Training Sign-In Sheets)
- Assurances, certifications (CDIP 2014-2015 District Assurances)
- Assurances, certifications
(District Funding Assurances 2014-2015 Approval – Board Minutes – p. 2, p.4)
- Proof of legal counsel (Board Approval of Legal Counsel)
- List of assigned staff for compliance (FCS Contact Person List)
- (FCS Organizational Chart)
- Historical Compliance Data (Civil Rights Review Data) (Title IX 2013-2014 Report) (Title IX 2014-2015 Report)
- Findings of internal and external reviews of compliance with laws, regulations and policies (Civil Rights Site Visit Compliance Review)

District Supporting Rationale:

With the development of a Point of Contact list, a revised Organizational Chart, updated job descriptions, and revised policies and procedures, the district now operates responsibly and functions effectively. All district staff members have a clear understanding of their roles and responsibilities. If a staff member is unsure who is responsible for a certain area, the point of contact list will provide clear direction. During the last Diagnostic Review, our organizational chart had many vacant positions. These vacancies made communication difficult. With the implementation of the revised organizational chart, communication now flows smoothly throughout the organization. Additionally, with revised policies and procedures the organization now functions more effectively.

Board members have completed required annual training. Furthermore, Board members have attended required trainings which has refocused members on their roles and responsibilities. The weekly team meetings provide clarity of roles and responsibilities.

Indicator 2.2: Evidence of Focus:

- Revised Point of Contact Document
- Revised District Organizational Chart
- Revised Policies & Procedures

Indicator 2.2: (Strengths):

- Clear understanding of roles & responsibilities of district office staff and Board.

Indicator 2.2: (Area(s) for Improvement):

- A systematic process to evaluate and revise Board policies & procedures (continuous improvement).

Team Evidence:

- Code of Ethics
- Board Policy Statements
- District Core Beliefs
- Board Meeting Schedule 2015
- Board Member Interviews

Team Supporting Rationale:

The five member School Board has two relatively new members. Interviews revealed that many of the issues of the past (e.g., micro-management, fiscal irresponsibility) are no longer issues for the current Board. The Diagnostic Review Team rated this Improvement Priority as partially completed because there was limited evidence to suggest the extent to which changes were the result of specific Board actions and training or how many were simply due to having new members on the Board.

Improvement Priority 5

Indicator 2.4	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
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Leadership and staff at all levels of the system foster a culture consistent with the system’s purpose and direction.	1	2	2.0
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2.4 Improvement Priority (2013-14)	District Evaluation	Team Evaluation
Ensure leadership and district staff commit to a culture whereby decisions and actions align to the system’s purpose and direction and hold as priority the continuous improvement of student learning. Establish high standards for students and hold all personnel accountable to maintain and improve academic achievement and the conditions that support student learning.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

<p>District Evidence:</p> <ul style="list-style-type: none"> ▪Examples of collaboration and shared leadership (Core Beliefs & Values) ▪Examples of collaboration and shared leadership (Leadership Meeting Minutes) ▪Examples of collaboration and shared leadership (District Committee Meeting Minutes) ▪Examples of decisions aligned with the system’s purpose and direction (School PDSA Plans) ▪Examples of decisions aligned with the system’s purpose and direction (Race to Excellence Strategic Funding – School Plans) ▪Examples of decisions aligned with the system’s strategic plan (District 30/45/60 Day Plan) ▪Examples of improvement efforts and innovations in the educational programs (EngageNY Implementation – Board Briefs) ▪Examples of improvement efforts and innovations in the educational programs (StemScopes Implementation – District Newsletter December 2014) ▪Professional development offerings and plans (PD Offerings August 2014) ▪Survey Results (Academic Calendar Survey) ▪Survey Results (District Improvement Parent Survey) ▪System quality control procedures for monitoring information about student learning, systems that support learning and the achievement of school improvement goals (School-Based PDSAs) ▪System quality control procedures for monitoring system effectiveness (QAT Team) ▪Sample communications to stakeholders regarding student learning, conditions that support learning and achievement of school improvement goals (Press Release Testing)

District Supporting Rationale:

Leadership at all levels fosters a culture consistent with the system's purpose and direction through our development of core beliefs, the district committees, staff meetings, and 30-45-60 plans. Each of these items have brought all stakeholders together and have held each of them accountable in order to propel Fleming County Schools toward a "District of Distinction." Shared leadership at all levels has built capacity throughout the district. A year ago there was no shared leadership. Now, the district has teacher leaders, building leaders, and district leaders. Our committee meetings have involved stakeholders who have never been involved in any decision making. Our 30-45-60 plans have provided a blueprint or road map detailing how all staff will be held accountable to make this a "District of Distinction.*" Shared leadership assists in building leadership throughout the district.

Indicator 2.4: Evidence of Focus:

- Core Beliefs
- District Committees & Staff Meetings
- 30/45/60 Day Plans (Standards for Quality)

Indicator 2.4: (Strengths):

- Communication of the District's Vision and stakeholder involvement in our journey.

Indicator 2.4: (Area(s) for Improvement):

- Continuously improving stakeholder involvement through shared leadership.

*[As defined by the district]

Team Evidence:

- Core beliefs and values statement – DRAFT 2014
- Leadership Meeting Minutes
- District Committee Meeting Minutes
- District Framework Overviews
- Staff Interviews

Team Supporting Rationale:

The district staff has rallied around their self-defined vision to become a self-defined "District of Distinction." This unity was seen by the Diagnostic Review Team as a step forward in addressing this Improvement Priority. However, there was no substantial evidence offered that the latter portion ("Establish high standards for students and hold all personnel accountable to maintain and improve academic achievement and the conditions that support student learning") of the Improvement Priority has been addressed in an effective manner.

Improvement Priority 6

Indicator 2.5	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
Leadership engages stakeholders effectively in support of the system’s purpose and direction.	1	2	2.7

2.5 Improvement Priority (2013-14) Identify and implement ways to more effectively engage stakeholders in support of the district’s purpose and direction. Create opportunities for stakeholders to meaningfully engage in helping shape decisions, providing feedback to school and system leaders, working collaboratively on system and school improvement efforts, etc.	District Evaluation	Team Evaluation
This Improvement Priority has been addressed in an exemplary manner.	X	
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.		

<p>District Evidence:</p> <ul style="list-style-type: none"> ▪Involvement of stakeholders in system strategic plan (Transition Survey Communication) ▪Involvement of stakeholders in system strategic plan District Instructional Leadership Team (DILT) February 24, 2015 March 2, 2015 ▪Involvement of stakeholders in system strategic plan (PDSA’s) (Teaching & Learning Reports) ▪District Framework Overviews ▪Survey Results (E-stub payroll and bi-monthly payroll) ▪Survey Results (Staff make-up day) ▪Survey Results (Technology) ▪Survey Results (Transitional Surveys) ▪Survey Results (Strategic Plan Survey) ▪Survey Results (SMS Parent Communication Survey) ▪Involvement of stakeholders in a school improvement plan (EES) ▪Involvement of stakeholders in a school improvement plan (SMS) ▪Involvement of stakeholders in a school improvement plan (FCHS) ▪Involvement of stakeholders in a school improvement plan (FES)
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- Involvement of stakeholders in a school improvement plan (WES)
- Involvement of stakeholders in a school improvement plan (HES)
- Involvement of stakeholders in a school improvement plan (School & District PDSA's)
- Copies of surveys or screen shots from online surveys (FCS Stakeholder Surveys)
- Communication Plan (District)
- Minutes from meetings with stakeholders (Transportation Meetings)
- Minutes from meetings with stakeholders (School Nutrition Meetings)
- Minutes from meetings with stakeholders (Custodian Meetings)
- Minutes from meetings with stakeholders (Migrant Meetings)
- Minutes from meetings with stakeholders (District Committee Meetings)
- Examples of stakeholder input or feedback resulting in system action (Staff makeup day survey communication)
- Examples of stakeholder input or feedback resulting in system action (District 30/45/60 Day Plan)
- System quality control procedures for monitoring information about student learning, systems that support learning and the achievement of school improvement goals (School-Based PDSAs)
- System quality control procedures for monitoring system effectiveness (QAT Team)
- Sample communications to stakeholders regarding student learning, conditions that support learning and achievement of school improvement goals (Press Release Testing)

District Supporting Rationale:

The district engages stakeholders effectively in support of the system's purpose and direction through district committee meetings, stakeholder surveys, as well as school and district PDSA's. Currently the district has committees in the areas of communication, curriculum instruction and assessment, effective grading and reporting, finance technology and operations, personnel, certified evaluation, superintendent's council, and the superintendent student advisory council. All of the committees have provided the district with valuable feedback on many issues. Multiple surveys have been completed by stakeholders, including technology survey, transitional survey, strategic plan survey, e-stub payroll surveys, as well as school surveys. The development of district, school, classroom and student PDSAs have provided clear direction and a plan for continued improvement for the district.

Indicator 2.5: Evidence of Focus:

- District Committee Meetings (DILT)
- Stakeholder surveys
- School & District PDSA's

Indicator 2.5: (Strengths):

- Engagement of all stakeholders.

Indicator 2.5: (Area(s) for Improvement):

- Continued engagement of all stakeholders.

<p>Team Evidence:</p> <ul style="list-style-type: none"> • Transition Survey • District Instructional Leadership Team Minutes
<p>Team Supporting Rationale:</p> <p>The Diagnostic Review Team concurs that the district has partially addressed this Improvement Priority.</p>

Improvement Priority 7

Indicator 2.6	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	1	1	1.7

2.6 Improvement Priority (2013-14)	District Evaluation	Team Evaluation
Ensure that supervision and evaluation processes result in improved professional practice focused on student success. Ensure the plan is consistently monitored and revised as needed to adjust professional practice and ensure a high level of student learning.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	X
There is little or no evidence that this Improvement Priority has been addressed.		

<p>District Evidence:</p> <ul style="list-style-type: none"> ▪Policies on supervision and evaluation (Board Policies) ▪Supervision and evaluation documents with criteria for improving professional practice (Classified Evaluation Procedures) ▪Supervision and evaluation documents with criteria for improving professional practice (Certified Evaluation Procedures) ▪Supervision and evaluation documents with criteria for improving professional practice (Sample Certified Evaluation Documents) ▪Supervision and evaluation documents with criteria for improving professional practice (Sample Corrective Action Plan) ▪Supervision and evaluation documents with criteria for improving professional practice (Peer Observer Schedule) ▪Supervision and evaluation documents with criteria for improving professional practice (Example

District Administrator Time in Schools Documentation)

- Supervision and evaluation documents with criteria for improving professional practice (Example Observation Summary Report)
- Supervision and evaluation documents with criteria for improving professional practice (Example Observation Progress Summary)
- Supervision and evaluation documents with criteria for improving professional practice (Example Professional Growth Plan Summary)
- Supervision and evaluation documents with criteria for improving professional practice (Summative Evaluation Schedule)
- Supervision and evaluation documents with criteria for improving professional practice (Sample Corrective Action Plans)
- Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation (Sample Professional Growth Plans)
- Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation (August 2014 Professional Development Offerings)

District Supporting Rationale:

The district and staff supervision and evaluation processes result in improved professional practice in all areas of the system. The district has solid certified and classified evaluation systems that are currently being used to evaluate all staff. Processes are in place for the district to provide additional supports to all staff in need of improvement. Our current policy and procedure manuals assist in providing clarity for all staff to improve. Since the last Diagnostic Review, numerous corrective action plans have been put in place throughout the district in order to hold staff accountable. The approval of job descriptions assists the district in establishing a culture of accountability.

Indicator 2.6: Evidence of Focus:

- Classified & Certified Evaluation Procedures
- Board Policies & Procedures
- Corrective Action Plans

Indicator 2.6: (Strengths):

- Evaluation procedures for all staff and monthly superintendent self-evaluations posted online (continuous improvement).

Indicator 2.6: (Area(s) for Improvement):

- Ongoing monitoring and evaluation of all staff.

<p>Team Evidence:</p> <ul style="list-style-type: none"> • Board policies • Certified Evaluation Procedures • Sample Corrective Action Plan • Summative Evaluation Schedule • eleot observations (12) • Staff Interviews
<p>Team Supporting Rationale:</p> <p>This Improvement Priority is related to Improvement Priority 3 in terms of specified actions. There was evidence that district staff were assisting with some high school staff evaluations. There are procedures in place, but no systemic process was offered as evidence that this Improvement Priority was satisfactorily addressed.</p>

Improvement Priority 8

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	1	1

3.4 Improvement Priority (2013-14)	District Evaluation	Team Evaluation
Develop and implement a formal and consistent process used by system and school leaders to monitor instructional practices beyond classroom observation that ensure instruction is 1) aligned with the districts’ values and beliefs about teaching and learning, 2) encompass the approved curriculum, 3) engage students in their own learning, and 4) use content specific standards of professional practice.		
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

District Evidence:

- Fleming County High School Artifacts & Evidence
- FCHS Leadership Diagnostic Weekly Monitoring Document
- Supervision and evaluation procedures Certified Evaluation Plan Teaching & Learning Framework Orientation, Induction, Retention Framework AAAF District Checklist
- Curriculum maps Pacing Guides
- Peer or mentoring opportunities and interactions Sample CDT Agenda April 2014 Curriculum Design Team January 2015
- Peer or mentoring opportunities and interactions Instructional Transformation Grant
- Recognition of teachers with regard to these practices Sample Staff Share Strategies
- Administrative classroom observation protocols and logs District Walkthrough Process & Tools Sample ELEOT Walkthrough Data District Walkthrough Summary – FCHS District Walkthrough Summary – FCHS 2-13-14 District Walkthrough Summary – FES District Walkthrough Summary – WES District Walkthrough Summary – EES Ewing Elementary ELEOT Walkthrough Jan 2015 SMS ELEOT Walkthrough Feb 2015 Ward Elementary ELEOT Walkthrough Feb 2015 Benchmark 1 Data Benchmark 2 Data
- Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices, and student success Professional Development Plan MS Social Studies Curriculum Work PGES Data from CIITS CIITS Usage Report Sample School PDSAs Sample Classroom/School Data Walls District Data Wall Student Voice Data 2014-15 GEAR UP Walkthrough FCHS 2014-15 Presentation from Systems Training (attended by district team of principals, teachers, and district administrators)
- Examples of improvements to instructional practices resulting from the evaluation process Sample Corrective Action Plan
- Documentation of collection of lesson plans, gradebooks, or other data record systems Program Review Process EES Program Review Process FES Program Review Process HES Program Review Process WES Program Review Process FCHS Program Review District Feedback Form Program Review District Scoring Worksheet
- Survey results – Survey Data Summary (District)
- Survey results – Survey Data Summary (FCHS)
- Survey results – Parents (District)
- Survey results – Students (FCHS)
- Survey results – Staff (District)
- Survey results – Staff (FCHS)
- Survey results – Parents (FCHS)
- Survey results – Students (District – MS/HS)
- Survey results – Students (District – Elem)

- Survey results – Students (FCHS)
- Survey results – Staff (District)
- Survey results – Staff (FCHS)

District Supporting Rationale:

Teaching and learning is at the center of everything we do in Fleming County Schools. District and school leaders monitor instructional practices through the use of district level walkthroughs using the ELEOT instrument. The ELEOT aligns to the district's values and beliefs about teaching and learning, focuses on student engagement and learning environment, and addresses key components of professional practice (PGES). After the district team walkthroughs are completed, the district team compiles, analyzes, and communicates the data to school leadership with aggregate feedback and quick wins to help the school to plan for improvement.

The district has provided benchmark assessments for math and reading K-8 and Algebra I and English II at the high school level through Case 21. Analysis of the data from these assessments assists district and school leaders in determining the effectiveness of instruction throughout the district.

In October 2014, the district requested and received assistance from KDE in conducting an internal review of Standard for Quality 3 in all elementary schools and the middle school. This review provided valuable information to school and district leadership in moving the district forward.

School leaders have been provided assistance and training in creating PDSAs from the data from the ELEOT walkthroughs, benchmark data, and the internal review. These PDSAs detail the improvement priorities set by school leadership (with district leadership consultation). This type of data use throughout the district, K-12, will ensure continuous improvement.

Indicator 3.4 Evidence of Focus:

FCHS Leadership Diagnostic Weekly Monitoring Document; District & School Walkthrough Process (District-wide ELEOT); District-wide benchmark assessments in Reading & Math aligned to the Common Core.

Indicator 3.4: (Strengths):

- Common protocols for measuring the student learning environment (ELEOT).

Indicator 3.4: (Area(s) for Improvement):

- On-going monitoring and evaluation of the systematic process to measure teaching and learning.

Team Evidence:

- Weekly Monitoring Document
- Certified Evaluation Plan
- Teaching and Learning Framework
- Sample CDT Agenda April 2014
- Interviews

Team Supporting Rationale:

The Diagnostic Review Team concluded that there has been essentially no progress made on this Improvement Priority. Staff presentations and interviews consistently referred to systemic initiatives grades K-8 with the plan to focus on the high school in 2015-16. Document reviews revealed that this need was clear in the spring of 2014 and that during biweekly meetings with central office staff, KDE staff, and the high school staff, a plan was discussed to address the issue. Document reviews and interviews confirmed that central office staff rarely attended the meetings. Little evidence was offered to support that the district staff had implemented any formal and consistent process to monitor instructional practices beyond some classroom evaluations.

As mentioned in Improvement Priority 3 above, a written list of activities was presented to the Diagnostic Review Team on the last morning of the Review (March 18, 2015). The list was not organized in any manner. The items on the list did not represent any formal or consistent process.

Improvement Priority 9

Indicator 3.6	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
Teachers implement the system’s instructional process in support of student learning.	1	2	1.2

3.6 Improvement Priority (2013-14) Develop, implement and monitor a district-wide instructional process that will ensure students are clearly and consistently informed about learning expectations, provided exemplars and specific and timely feedback about their learning. The process should include the use of multiple measures and formative assessments to inform the ongoing modification of instruction and curriculum revision.	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

District Evidence:

Fleming County High School Artifacts & Evidence

- FCHS Leadership Diagnostic Monitoring Document
- FCS Teaching & Learning Framework
- District Instructional Leadership Team (DILT)
February 24

March 2

- Samples of exemplars used to guide and inform student learning FES
Grade Level PLC – Exemplars (Feb 2015)
 - Examples of learning expectations and standards of performance
Sample Benchmark Assessment Standards Checklist
Benchmark CR Scoring Guides
Sample Student Growth Goal
Text Marking & SBG Scale
 - Examples of assessments that prompted modification of instruction
Sample Benchmark Items
Sample Student data sheet and formative assessment
 - Survey results – Summary Data (District)
 - Survey results – Summary Data (FCHS)
 - Survey results – Parents (District)
 - Survey results – Parents (FCHS)
 - Survey results – Students (District – MS/HS)
 - Survey results – Students (District – Elem)
 - Survey results – Students (FCHS)
 - Survey results – Staff (District)
 - Survey results – Staff (FCHS)
- 5 Slide Overview – District Assessment Framework
District Assessment Framework
Classroom Data Use
Sample Data Notebook Contents
Sample Benchmark manuals (2)
K-6 Grade Level Curriculum Meeting Schedule
FCHS ELA Curriculum Planning Meeting
FCHS Math Curriculum Planning Meeting Agenda
FCHS/SMS Science Curriculum Planning Meeting
SMS Social Studies Curriculum Planning Meeting Agenda

District Supporting Rationale:

Fleming County Schools uses the Danielson Framework as a guide for effective instruction throughout the district. This framework, as explained in the district framework for teaching, is the basis for the district's expectations and our means of measuring professional practice (PGES). Grade level and content level curriculum planning meetings have been very powerful - not only to revise/align curriculum but as a means of shared leadership and teacher buy-in. Moving forward, the District Instructional Leadership Team (DILT) will monitor the district's progress in implementing the instructional process and will drive the professional learning. The district has identified Indicator 3.6 as an improvement priority for 2015-16.

Indicator 3.6 (Evidence of Focus): Grade Level & Content Curriculum Planning Meetings; Benchmark assessments; District Instructional Leadership Team; Teaching and Learning Framework

Indicator 3.6: (Strengths):

Process for curriculum revisions and shared leadership in decision-making regarding resources.

Indicator 3.6 Area(s) for Improvement: Ongoing monitoring and evaluation of the implementation of the district's common curriculum and quality assessments.

Team Evidence:

- Diagnostic Monitoring Document
- Teaching and Learning Framework
- DILT Minutes – Feb 22, March 2
- Sample Benchmark Assessment Standards Checklist
- Sample Student Growth Goal
- District Assessment Framework
- Staff Interviews

Team Supporting Rationale:

There was essentially no evidence offered to the Diagnostic Review Team of a "district-wide instructional process that will ensure students are clearly and consistently informed about learning expectations, provided exemplars and specific and timely feedback about their learning" related to Fleming County High School. Interviews revealed intentions and plans to address this issue in 2015-16. The district staff offered evidence of instituting benchmark testing and implementing a new curriculum for math and language arts (EngageNY) on a system wide basis, but there was no evidence offered that was specific to the high school.

Improvement Priority 10

Indicator 3.7	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
Mentoring, coaching and induction programs support instructional improvement consistent with the system’s values and beliefs about teaching and learning.	1	2	2.0

3.7 Improvement Priority (2013-14) Design and implement mentoring, coaching and induction programs for all system personnel that are consistent with its values and beliefs about teaching, learning, and the conditions that support learning. Ensure that these programs set high expectations for all system personnel and include valid and reliable measures of performance.	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	X
There is little or no evidence that this Improvement Priority has been addressed.		

<p>District Evidence:</p> <ul style="list-style-type: none"> ▪Fleming County High School Artifacts & Evidence ▪FCHS Leadership Diagnostic Monitoring Document ▪Policies, processes and procedures on grading and reporting 2014 FCS Grading Expectations SBG Guidelines 2014-15 ▪System quality control procedures including the monitoring of grading practices across all schools Sample Support Session SBG Committee Notes SBG Meeting Notes Grading/Reporting Committee Meeting Feb 12 ▪Sample communications to stakeholders about grading and reporting Effective Grading Practices Professional Development Presentation Benefits of a Standards-Based Report Card (Presentation to School Board) Sample SBG Committee Notes Sample SBG Meeting Notes ▪Sample report cards for each program or grade level for all courses and programs Sample SBG Report Cards ▪Evaluation process for grading and reporting practices Board Policy
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- Survey results –Survey Data Summary (District)
- Survey results –Survey Data Summary (FCHS)
- Survey results – Parents (District)
- Survey results – Parents (FCHS)
- Survey results – Students (District – MS/HS)
- Survey results – Students (District – Elem)
- Survey results – Students (FCHS)
- Survey results – Staff (District)
- Survey results – Staff (FCHS)

District Supporting Rationale:

For the first time, the district has a plan in place to engage system personnel in mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. The Orientation, Induction, and Retention Framework outlines programs that are in varying stages of implementation in order to support district employees.

For example, the district is in the process of implementing a National Board Certified Teacher cohort in Fleming County. There are approximately 15 teachers who have indicated interest in pursuing National Board certification at this time.

Other components of the plan are in the planning stages: orientation/induction of new employees, teacher leader/aspiring principals cadre, and 16 grade level literacy and math teacher leads/coaches. The teacher leads/coaches were trained in the progression of the ELA and math standards and LDC/MDC strategies on March 25 and 26, 2015. In June 2015, this group of 16 teacher leaders will be trained by Reach Associates and the state contractor for MDC in peer coaching protocols. The district will provide release time for planned coaching opportunities.

Indicator 3.7 Evidence of Focus: Orientation, Induction, & Retention Framework; Instructional Transformation Grant; NBCT Cohort

Indicator 3.7 Strength(s): The FCS Orientation, Induction, & Retention Framework

Indicator 3.7 Area(s) for Improvement: Monitor and evaluate the implementation of the Orientation, Induction, Retention efforts.

Team Evidence:

- Leadership Diagnostic Monitoring Document
- Orientation, Induction, and Retention Framework
- Sample coaching examples
- Staff Interviews

Team Supporting Rationale:

The district staff has developed a detailed written plan to address this Improvement Priority. The plan is scheduled for full implementation in 2015-16. “The goals of the Fleming County Schools Orientation, Induction & Retention Program are to provide each new employee with a general orientation to the school district and to increase his/her knowledge and improve his/her job skills and/or leadership skills.”

The objectives of the program:

- a. Familiarize the employee with school district policies and practices and to integrate them into the school community
- b. Support the development of the employee’s professional knowledge and skills
- c. Provide support to face the challenges of the new employee
- d. Cultivate a professional attitude and promote teamwork”

The Diagnostic Review Team indicated that this Improvement Priority was partially addressed because there is a plan in place, although the plan has not been fully implemented.

Improvement Priority 11

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	1	2.2

3.9 Improvement Priority (2013-14)	District Evaluation	Team Evaluation
Design, implement and continuously evaluate a structure that ensures all students are well known by at least one adult in the school. Ensure that the structure allows for 1) the creation of long-term relationships between individual students and school employees, 2) provides school staff insight into students’ needs regarding learning, thinking, and life skills, 3) provides opportunities for the adults to serve as advocates for the students.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	X
There is little or no evidence that this Improvement Priority has been addressed.		

District Evidence:

- Fleming County High School Artifacts & Evidence
- Description of formalized structures for adults to advocate on behalf of students
Advocacy Plan
Fleming Co. Elementary Schools Guidance Plan
Simons Middle School Guidance Plan
- List of students matched to adults who advocate on their behalf
Sample Counseling Log
- Curriculum and activities of structures for adults advocating on behalf of students
Advocacy Plan
- Master schedule with time for formalized structure
FCHS Master Schedule
FCHS ILP Schedule
District ILP Plan
- Survey results – Survey Data Summary (District)
- Survey results – Survey Data Summary (FCHS)
- Survey results – Parents (District)
- Survey results – Parents (FCHS)
- Survey results – Students (District – MS/HS)
- Survey results – Students (District – Elem)
- Survey results – Students (FCHS)
- Survey results – Staff (District)
- Survey results – Staff (FCHS)

District Supporting Rationale:

No one can deny that building long-term relationships with students is of great importance to the success of our students. For the first time the district has a plan in place to provide this kind of student support. Fleming County High School implemented the Lifeguard program. The rest of the district modeled a similar program after it and has begun implementing components and activities. Next steps for the district will be to monitor and evaluate the activities and interventions that are implemented in order to ensure positive interactions with students throughout Fleming County. The district has identified indicator 3.9 as an improvement priority for 2015-16.

Indicator 3.9: Evidence of Focus: District Advocacy Plan; School Guidance Plans; District ILP Plan

Indicator 3.9: Strength(s): Plans have been developed for student advocacy

Indicator 3.9: Area(s) for Improvement: Engagement of all students through the on-going monitoring and evaluation of district student advocacy plans.

<p>Team Evidence:</p> <ul style="list-style-type: none"> • Advocacy Plan • FCHS Master Schedule • District ILP Plan • Survey Results – Fleming County High School • Interviews
<p>Team Supporting Rationale:</p> <p>The Diagnostic Review Team rated this Improvement Priority as partially addressed based primarily on the Student Advocacy and Character Guidance Plan that was developed in November 2014. The program, referred to as the “Lifeguard” program, is designed system wide (K-12) and is very specific in terms of its goals and strategies. As with several other Improvement Priorities, the Diagnostic Review Team rated this Improvement Priority as partially addressed because there was a plan in place. However, it has not been implemented nor is there a strategy for evaluating the plan’s effectiveness. The plan is impressive in its design and holds much promise for students.</p>

Improvement Priority 12

Indicator 3.10	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	1	1	1.0

3.10 Improvement Priority (2013-14)	District Evaluation	Team Evaluation
Develop, implement, and evaluate the effectiveness of district grading and reporting policies and practices used by all teachers in all schools. Define clear criteria that base academic grades on student attainment of content knowledge and skills that will be assessed by all teachers using common grading and reporting policies.		
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

District Evidence:

- Fleming County High School Artifacts & Evidence
- FCHS Leadership Diagnostic Monitoring Document
- Policies, processes and procedures on grading and reporting
- 2014 FCS Grading Expectations
- SBG Guidelines 2014-15
- System quality control procedures including the monitoring of grading practices across all schools
- Sample Support Session
- SBG Committee Notes
- SBG Meeting Notes
- Grading/Reporting Committee Meeting Feb 12
- Sample communications to stakeholders about grading and reporting
- Effective Grading Practices Professional Development Presentation
- Benefits of a Standards-Based Report Card (Presentation to School Board)
- Sample SBG Committee Notes
- Sample SBG Meeting Notes
- Sample report cards for each program or grade level for all courses and programs
- Sample SBG Report Cards
- Evaluation process for grading and reporting practices Board Policy
- Survey results –Survey Data Summary (District)
- Survey results –Survey Data Summary (FCHS)
- Survey results – Parents (District)
- Survey results – Parents (FCHS)
- Survey results – Students (District – MS/HS)
- Survey results – Students (District – Elem)
- Survey results – Students (FCHS)
- Survey results – Staff (District)
- Survey results – Staff (FCHS)

District Supporting Rationale:

The district attempted to be progressive in dealing with grading and reporting by using Standards-Based Grading (SBG). This grading system had been ineffectively used in Fleming County Schools for the past few years, with yearly revisions and opportunities for professional learning. The guidelines that were adopted by the Board of Education created a situation where SBG was unevenly implemented throughout the district. The grading system is currently under re-examination and revision in order to bring all practices into alignment. The Effective Grading Practices Committee is currently meeting to establish effective grading and reporting practices/guidelines/procedures across the district. This document exists in draft form with one more committee meeting remaining before formal recommendation to stakeholders and the board of education for review and feedback. The district has identified indicator 3.10 as an improvement priority for 2015-16.

Indicator 3.10: Evidence of Focus: Grading & Reporting Committee Minutes; Draft plan for new FCS grading & reporting procedures; Board policy & procedure updates

Indicator 3.10: Strength(s): Stakeholder input through committee meetings and stakeholder surveys

Indicator 3.10: Area(s) for Improvement: Finalization of a district-wide grading & reporting system to include monitoring and evaluation.

Team Evidence:

- Diagnostic Monitoring Document
- 2014 FCS Grading Expectations
- SBG Guidelines 2014-15
- Grading/Reporting Committee Meeting Feb 12
- Interviews

Team Supporting Rationale:

Staff presentations and interviews confirmed that the district has made no progress in addressing this Improvement Priority. In district presentations on Sunday evening, one of the district administrators referred specifically to this Indicator (3.10) by saying, "This is a total train wreck."

Improvement Priority 13

Indicator 4.4	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	1	2	1.8

4.4 Improvement Priority (2013-14) Develop policies and procedures that will ensure the creation of a strategic resource management plan that includes long-range planning with regard to budget, facilities, and other strategic components in support of the district's purpose and direction. Ensure the plan is frequently evaluated for effectiveness, and has built-in measures to monitor implementation and revise/update as needed.	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

District Evidence:

- List of services available related to counseling, assessment, referral, educational and career planning (FCS OT & PT)
- List of services available related to counseling, assessment, referral, educational and career planning (FCS Comprehend Contract)
- List of services available related to counseling, assessment, referral, educational and career planning (FCS Music Therapy Contract)
- List of services available related to counseling, assessment, referral, educational and career planning (FCS Physical Therapy Contract)
- List of services available related to counseling, assessment, referral, educational and career planning (FCS ILP Plan)
- List of services available related to counseling, assessment, referral, educational and career planning (Kentucky Peer Support Network Project – SMS)
- (DESCRIPTION):** Fostering friendships, learning, and inclusion for students with significant disabilities in Kentucky. Funded by the Commonwealth Council on Developmental Disabilities.
- List of services available related to counseling, assessment, referral, educational and career planning (FCHS Services – Various; 9th Grade Orientation; Counselor’s Corner; ACT at FCHS; Operation Preparation College Visits)
- Description of referral process (FCS RTI Guidebook)
- Description of referral process (FCS Referral for Multi-Disciplinary Evaluation)
- Description of IEP process (FCS IEP Guidance Document)
- Description of IEP Process (FCS Special Education Procedures)
- Description of IEP process (FCS IEP & Lesson Plan Development Handbook)
- Budget for counseling, assessment, referral, educational and career planning (FCS Psycho Educational Assessment Fee Schedule & Contract)
- Budget for counseling, assessment, referral, educational and career planning (FCS Physical Therapy Fee Schedule)
- Budget for counseling, assessment, referral, educational and career planning (FCS Assessment Budget and Music Therapy Fees)
- Budget for counseling, assessment, referral, educational and career planning (FCS OT Budget and Payments)
- Budget for counseling, assessment, referral, educational and career planning (FCS Speech Fees)
- System quality assurance procedures that monitor program effectiveness of student support services (Compliance Record Review Document 2014-2015)
- System quality assurance procedures that monitor program effectiveness of student support services (FCS Record Review Results – KEDC)
- Survey results (FCS YoYo – 2013)
- Survey results (FES – Val Ed Questions 2014)

District Supporting Rationale:

The School Committee and Administration have begun to engage in the process of an annual strategic planning process that begins in June of each year. The Long Range Plan is a five-year strategy encompassing every facet of the teaching and learning process. The system has updated and implemented policies and procedures related to strategic resource management. The annual Strategic Goals prioritize the elements of this strategy to be addressed during the coming year. The Superintendent works with Administrators, Department Heads, Curriculum Leaders, and Faculty to update for the coming year. In October, the School Committee approves these plans that are essential to inform the development of the School Budget. We have implemented a school level process that includes funding based on the current student needs established by data analysis. The district level budgeting has focused on current fiscal issues to maximize the effectiveness and efficiency of allocated funds. After the fiscal year 2014-15 all areas will have been re-evaluated and operating within budgets appropriate to their needs. The strategic planning process is reviewed for effectiveness periodically and strategic plans are implemented effectively by the governing body and system leaders. This is a district-identified improvement priority for 2015-16.

Indicator 4.4: Evidence of Focus:

- Race to Excellence Plans
- Draft of Strategic Goals adopted
- Strategic Framework in progress

Indicator 4.4: Strength:

- Strategic Goals adopted

Indicator 4.4: Area for Improvement:

- Long-range strategic planning for resource management to meet the teaching & learning needs in the district.

Team Evidence:

- Safe Schools Budget Allocations
- FCS Facilities Plan – 2007
- FCS Race to Excellence Plans
- FCS Strategic Plan PowerPoint
- Strategic plan Survey
- Staff Interviews

Team Supporting Rationale:

Interviews and document reviews confirm that the district has finally taken control of its financial instability. The recent hiring of a staff financial manager has resulted in the district having the ability to make plans for the future. Interviews revealed that although there is no actual strategic resource plan in place, efforts are underway to create one. The district staff frequently pointed to evidence of the development of five specific goals for “the first time ever” of their intent to create strategic plans to assist them in the future. Because the strategic resource plan has neither been developed nor implemented, the Diagnostic Review Team rated this as partially addressed.

Improvement Priority 14

Indicator 4.7	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
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.	1	2	1.7

4.7 Improvement Priority (2013-14) Establish and implement a process to determine the physical, social and emotional needs of all students. Further, identify and use valid and reliable measures of program effectiveness to guide ongoing improvement planning in these programs and services. Ensure that improvement-planning efforts are designed, implemented, and evaluated to more effectively 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.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

District Evidence:

- List of support services available to students (FCS Advocacy Plan)
 - List of support services available to students (FCS Elementary Guidance Plan)
 - List of support services available to students (FCS Middle School Guidance Plan)
 - List of support services available to students (FCS RTI Guidebook)
 - List of support services available to students (FCS Attendance Interventions)
 - List of support services available to students (FCS Homebound Program)
 - List of support services available to students (FCS District Health/Wellness Policy)
 - List of support services available to students (FCS District Nutritional Policy -Snacks)
 - List of support services available to students (FCS ILP Plan)
 - Agreements with school community agencies for student-family support (FCS Comprehend Contract)
 - Agreements with school community agencies for student-family support (FCS Comprehend Contract – Board Approval)
 - Social classes and services, e.g., bullying, character education (FCS Brief Substance Abuse Program)
 - Social classes and services, e.g., bullying, character education (Bullying Prevention Guidelines)
 - Social classes and services, e.g., bullying, character education (FRYSC On-going classes)
 - Social classes and services, e.g., bullying, character education (SMS Reality Store)
 - Student assessment system for identifying student needs (FCS Random Drug Testing Guidelines)
 - Schedule of family services, e.g., parent classes, survival skills (FCS Community Christmas Event Calendar)
 - Schedule of family services, e.g., parent classes, survival skills (FCS Community Engagement Plan)
 - Examples of improvements made to education program and delivery models based on results of program effectiveness evaluations (FCS Internal Review – Fall 2014)
 - Examples of improvements made to education program and delivery models based on results of program effectiveness evaluations (FCS Internal Review – PDSAs)
 - Examples of improvements made to education program and delivery models based on results of program effectiveness evaluations (FCS Nutritional Report Card)
 - Examples of improvements made to education program and delivery models based on results of program effectiveness evaluations (FCS FCHS Breakfast Participation Comparison October 2013 vs. 2014)
 - Rubrics on developmentally appropriate benchmarks; e.g. early childhood education (FCS Brigance 2014-2015)
 - Survey results (FCS KIP Fall 2014)
 - Carol White Grant (PE)
 - Lifeline/Life Guard
 - Advocacy Plan]
 - House Bill 21 PBIS
 - FRYSC Sunrise Counseling
 - Comprehend Services
- School Health Wellness Committee Consolidate School Health

District Supporting Rationale:

This is an indicator that the district feels has improved significantly. We feel that many of these programs and models were in place in March 2014 for the first review, but perhaps there was little to no evidence of their existence. We now have the evidence posted for the existing programs, such as counseling programs, contracts with community agencies, guidance plans at all levels, and classes and community events sponsored by our district FRYSCs. We also have other initiatives in place. The things that we feel best support our rating is the increased breakfast participation and increased attendance.

This is an example of what can happen when departments/systems work together to overcome barriers standing in the way of improvement. Breakfast participation and attendance rates by school are graphed and reported on to all stakeholders. Community businesses have jumped on board to assist with incentives for attendance through Circle of Excellence at FCHS (donation of a car) and Every Day Counts (T-shirts and bicycles) at the elementary levels. Another piece we are proud of is the Community Engagement Plan. A committee composed of FRYSC staff, school and district staff, and parents, have developed a plan that incorporates activities already in place (Career Craze, Back to School Gala, Reality Store, Operation Preparation, Child/Baby Safety Gala, public library and extension office activities, etc.) and also has added various summer and evening events to get parents more involved and informed.

PREP (Parents Reinforcing Educational Progress) is an initiative that is being planned to keep parents informed of school requirements, standards, grading, ILPs, assessment data, and other topics they have shown interest in through surveys, etc. Our communication is open and transparent now. Everything we do is posted on the web. We recognize students and teachers, classrooms, and schools through various communication venues, such as newsletter, Twitter, school Facebook pages, etc. This has all been communicated in the revised Communication Guide. Stakeholders are no longer in the dark about what is happening in Fleming County Schools.

Indicator 4.7: Evidence of Focus:

- Community Engagement Plan
- FCS Internal Review
- Improved breakfast participation & student attendance

Indicator 4.7: (Strengths):

- Increases in student attendance through community engagement. We have the best community support!

Indicator 4.7: (Area(s) for Improvement):

- Full implementation and evaluation of the success of the Community Engagement Plan.

Team Evidence:

- Community Engagement Plan
- FCS Advocacy Plan
- FCS Response through Intervention (RtI) Guidebook
- FCS Attendance Interventions
- FCS District Health/Wellness Policy
- FCS ILP Plan
- FCS Brief Substance Abuse Program
- Interviews

Team Supporting Rationale:

Document reviews and interviews revealed that the district has begun systematic efforts to monitor and intervene to address students' physical, social, and emotional needs. One result of these efforts has been increased student attendance at the high school. At the same time, district staff acknowledged that they have not yet fully implemented their Community Engagement Plan. The Diagnostic Review Team did not obtain evidence of any overall coordinated office, person, or plan to direct these activities specific to Fleming County High School. Consequently, the Improvement Priority was rated as partially addressed.

Improvement Priority 15

Indicator 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	1	1.2
(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	1	1.00

5.1/5.2 Improvement Priority (2013-14)	District Evaluation	Team Evaluation
Develop a comprehensive district wide assessment system that produces data about student learning from multiple assessment measures, including those locally developed. Ensure the system is regularly monitored and evaluated for reliability and effectiveness and revised as needed. Ensure that all staff regularly collect, analyze and use the data to drive decisions regarding instruction, professional practices and the conditions that support learning.		
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"> ▪Evidence that assessments are reliable and bias free (MAP Assessments) A brief description of how MAP Assessments are reliable and bias free. ▪Evidence that assessments are reliable and bias free (Case21 District-Benchmarks) A brief description of how the district benchmarks are reliable and bias free. ▪Brief description of learning management systems or data management systems that support effective use of student assessment results A brief description of the various learning management systems used in the district to aide instruction. ▪Brief description of student assessment system including range of data produced from standardized and local or school assessments on student learning and school performance Information about the several components related to the student assessment system. An emphasis is placed on the district benchmarks and the FCS Assessment framework. ▪Brief description of technology or web-based platforms that support the education delivery model. A brief description of the various technologies that are used in the district to support the teaching and

learning process.

- Documentation or description of evaluation tools/protocols

After each district-wide benchmark the attachment is used to gather feedback from teachers and administrators on how to improve the benchmarks, address question concerns, or format concerns. All feedback is then forwarded to Case21 for review.

- Written protocols and procedures for data collection and analysis (Assessment Framework)

(DESCRIPTION) The FCS Assessment Framework provides a roadmap for faculty and staff as the district strives to create effective assessments designed to measure student learning. The framework provides guiding practices.

- Written protocols and procedures for data collection and analysis (School Based PDSAs)

(DESCRIPTION) The initial school-based PDSAs that are posted focus on data collected from the Teaching and Learning Internal Review conducted in October 2014. Schools are beginning to focus on systems and continuous improvement.

- Written protocols and procedures for data collection and analysis (District-based PDSAs and 30/45/60 Focus Plans)

(DESCRIPTION) The District PDSAs based on the Management Audit conducted in 2012, 2013, as well as the Diagnostic from 2014. PDSAs are separated by department or area and updated on a regular basis. Also included are the 30/45/60 day areas of focus for the district.

- Written protocols and procedures for data collection and analysis (Data Transparency – USED)

(DESCRIPTION) This serves as a document of protocols to consider as we analyze student data in the district.

- Written protocols and procedures for data collection and analysis (FCS District Data Protocols)

(DESCRIPTION) The FCS District Data Protocols are also found on page 14 of the FCS Assessment Framework. The district emphasizes the need to use data in our commitment to continuous improvement.

- List of data sources related to system effectiveness (FCS Internal Review Data - 2014)

(DESCRIPTION) The Teaching and Learning Internal Review was conducted by educators throughout Kentucky on the elementary schools and middle school in the district. Valuable data was collected that has led to major improvements in the teaching and learning process in the district.

- List of data sources related to system effectiveness (FCS Management Audit – 2013)

(DESCRIPTION) The FCS Management Audit has been used to address management deficiencies that were found in 2013. PDSAs were created using the data collected during the audit and have been continually updated as improvements occurred.

- List of data sources related to system effectiveness (FCS F & N Analysis October - 2014)

(DESCRIPTION) The Food and Nutrition Analysis was conducted to identify areas where cost savings could occur. From this analysis, the district was able to identify overstaffing and cheaper food contracts.

- List of data sources related to system effectiveness (FCS Custodian Analysis – 2014)

(DESCRIPTION) The Custodian Analysis was conducted to identify square footage of buildings compared to the number of custodians. From this data, the district was able to update zones of cleaning and identify staffing needs per building.

- List of data sources related to system effectiveness (FCS – SQ Progress Reports)

(DESCRIPTION) Fleming County Schools created a Quality Assurance Team to assist the district in measuring its progress toward the Standards for Quality. The progress reports are completed every two weeks on specific standards and indicators. The Quality Assurance Team is critical to the district's success in obtaining SACs Accreditation, as well as, our commitment to continuous improvement.

- List of data sources related to student learning, instruction, program effectiveness and conditions that support learning (FCS Management Audit - 2013)

(DESCRIPTION) The FCS Management Audit has been used to address management deficiencies that

were found in 2013. PDSAs were created using the data collected during the audit and have been continually updated as improvements occurred.

- List of data sources related to student learning, instruction, program effectiveness and conditions that support learning (FCS Leadership Audit - 2012)

(DESCRIPTION) The FCS Management Audit has been used to address management deficiencies that were found in 2012. PDSAs were created using the data collected during the audit and have been continually updated as improvements occurred.

- List of data sources related to student learning, instruction, program effectiveness and conditions that support learning (FCS Diagnostic - 2014)

(DESCRIPTION) The 2014 Diagnostic has been utilized as the district's baseline in our pursuit to improve. The priorities areas, along the leadership deficiencies have been the district's guide as we strategically target areas for improvement.

- Examples of use of data to design, implement and evaluate continuous improvement plans and apply learning (Race to Excellence Plans)

(DESCRIPTION) The Race to Excellence Plans are school created and based on strategic funding needs at each school. The RTE Plans assists schools in funding their strategic plan to excellence.

- Examples of use of data to design, implement and evaluate continuous improvement plans and apply learning (Common Core Implementation Self-Assessment –12/2014)

(DESCRIPTION) The Common Core Implementation Self-Assessment was completed in December 2014. The district performed the self-assessments to measure areas of strength and areas in need of improvement. The data will be used to create a PDSA pertaining to the Common Core, as well as, identify additional steps needed to utilize the standards effectively in all classrooms.

District Supporting Rationale:

Fleming County Schools utilizes an assessment system that produces data from assessment measures, such as the district-wide benchmark systems in reading and math. During the 2014-2015 school year, the district also performed a needs analysis of food and nutrition and a custodian labor analysis. Both the benchmarks and the need assessments provide data about student learning and system performance. The benchmarks are proven reliable and bias free. The district collects teacher feedback on how to improve the benchmarks and better align to the standards. The district is currently working to evaluate common assessments created by teachers to ensure alignment to the standards and actual student learning goals. In 2014-2015, the benchmarks in reading and math in all grade levels provided consistency of measurement across the district. By the end of 2015-2016, the goal is to have common assessments and common benchmarks in all core courses district-wide, with the exception of social studies. The district has acquired a data system that will enable the district to collect data from multiple sources. Data is presented to the Board each month on student learning across the K-12 system. Data is discussed in monthly board work sessions, giving the Board an opportunity to ask questions, while also holding stakeholders accountable. Data is now being used by schools, teachers and students to develop PDSAs that will lead to an increase in student achievement. The district has identified Indicator 5.1 as an improvement priority for 2015-16.

Indicator 5.1: Evidence of Focus: (FCS Assessment Plan; District-wide Benchmark Assessments; Benchmark Improvement Procedures).

Indicator 5.1: (Strengths): District-wide benchmarks assessments in Reading and Math aligned to the common core.

Indicator 5.1: (Area(s) for Improvement): Implementation, monitoring and evaluation of common

assessments in all core areas – district-wide.

Indicator 5.2: Evidence of Focus (FCS Internal Review; FCS Assessment Framework with Data Protocols; FCS Standards for Quality Progress Reports).

Indicator 5.2: (Strengths): Our focus to continuously improve the teaching and learning process.

Indicator 5.2: (Area(s) for Improvement): Monitoring and evaluating the continuous improvement of the teaching and learning process.

Team Evidence:

- District benchmarks
- MAP descriptions
- FCS Assessment Framework
- Case21
- Staff Interviews

Team Supporting Rationale:

The Diagnostic Review Team rated this Improvement Priority as not addressed because the district staff stated that they had not actually implemented a district-wide assessment system. In the initial district staff presentation one staff member stated, “What we have now is an Assessment Plan.” Staff shared that they have purchased EngageNY for Common Core alignment and use in reading and math, but there is no overall comprehensive assessment process to drive decisions regarding instruction, professional practices, and the conditions that support learning.

Improvement Priority 16

Indicator 5.3	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
Throughout the system professional and support staff is trained in the interpretation and use of data.	1	1	1

5.3 Improvement Priority (2013-14)	District Evaluation	Team Evaluation
Train system professional and support staff in the interpretation and use of data. Ensure that all staff is trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	
There is little or no evidence that this Improvement Priority has been addressed.		X

District Evidence:

- Training materials specific to the evaluation, interpretation and use of data (MA Data Toolkit)
(DESCRIPTION) The district utilizes the MA Data Toolkit as a resource of information, strategies and training materials pertaining to data in schools. Furthermore, the district used the Data Self-Assessment found in the Toolkit to identify next steps pertaining to creating a culture of data-driven decision making and areas of strengths and improvement areas.
- Training materials specific to the evaluation, interpretation and use of data (Data Team PPT)
(DESCRIPTION) The Data Team PowerPoint was presented at the December's School Leadership Meeting to show examples of data examples being used in various school districts throughout the United States. Specific emphasis was placed on the examples presented – Data Walls and Data Binders.
- Professional learning schedule specific to the use of data (FCS PD Plan: 2014-2015)
(DESCRIPTION) The FCS Professional Development Plan is for the 2014-2015 school year. The PD Plan identifies key professional development opportunities that will occur throughout the school year in the district.
- Evidence of student success at the next level (Transition Survey)
(DESCRIPTION) The Transition Survey provides key data of student success after high school. The information is on file to review; as this information could not be posted due to the report containing student information. This data assists the district in evaluating our academic expectations, academic offerings and effectiveness of student learning.
- Examples of use of results to evaluate continuous improvement action plans (School-Based PDSAs)
(DESCRIPTION) The initial school-based PDSAs that are posted focus on data collected from the Teaching and Learning Internal Review conducted in October 2014. Schools are beginning to focus on systems and continuous improvement.
- Examples of use of results to evaluate continuous improvement action plans (District-Based PDSAs)
(DESCRIPTION) Since October 2014, the district has developed 30, 45, and 60 day focus areas aligned to the Standards for Quality. The district will utilize continue this continual improvement process in our journey to become SACs Accredited.
- Documentation of attendance and training related to data use (Case21 Training – Benchmark Data Training)(*Training Material*)
(DESCRIPTION) Training material pertaining to district benchmarks, formative assessments and strategies used to address benchmark data. The presentation was presented at the School Leadership Meeting in November 2014.
- Documentation of attendance and training related to data use (Case21 Training – Benchmark Data Training)(*Attendance*)
(DESCRIPTION) Sign-in sheet for the Case21 Training in November 2014
- Policies and written procedures specific to data training (Data Transparency – USED) **(DESCRIPTION)** This serves as a document of protocols to consider as we analyze student data in the district.
- Policies and written procedures specific to data training (FCS District Data Protocols)
(DESCRIPTION) The FCS District Data Protocols are also found on page 14 of the FCS Assessment Framework. The district emphasizes the need to use data in our commitment to continuous improvement.
- Survey results (District Data Preparedness Survey)
(DESCRIPTION) The results from the self-assessment performed by the Senior Leadership Team in December 2014. The results were used to identify district next steps, focusing specifically on training as a next step.

District Supporting Rationale:

In December 2014, the district conducted a data usage self-assessment to identify areas of strengths, as well as, areas for improvement. This provided the opportunity to identify areas of professional development target toward data analysis, data walls, and data teams. There has been a clear focus on preparing principals on the usage of data, with the expectation to redeliver the same training to their schools. Furthermore, the District Instructional Leadership Team has a focus on connecting the curriculum to data – strategically targeting student learning. Schools and teachers are now seeing the results of utilizing standard-based bulletin boards and PDSAs in classrooms to guide instruction.

Indicator 5.3: Evidence of Focus (PDSA's – Internal Review Data; Standards for Quality Progress Reports; Systems Thinking).

Indicator 5.3: (Strengths): Our focus on continuously improving the teaching and learning process – which includes data usage: data walls, PDSAs, standard-based bulletinboards.

Indicator 5.3: (Area(s) for Improvement): Systematic commitment to continuously improving the teaching and learning process.

Team Evidence:

- MA Data toolkit
- Data Team PowerPoint
- FCS PD Plan 2014-15
- District-based Plan Do Study Acts (PDSAs)
- Staff Interviews

Team Supporting Rationale:

The evidence offered to support this Improvement Priority was not specific and detailed. For example, the professional development plan demonstrates several two-hour long training sessions related to assessment. The topics of the sessions were specific and focused, but there was not clear evidence that training items were organized into a comprehensive and targeted plan to ensure that all staff members received rigorous, individualized professional development. The Diagnostic Review Team noted that the professional development plan was an excellent step toward addressing this Improvement Priority. However, session attendance appeared to be inconsistent and discretionary on the part of staff or building principals.

In its presentation to the Diagnostic Review Team, the district staff stated that it needed to address a “systematic commitment to continuously improving the teaching and learning process.” Furthermore, the district rated its progress by saying, “There is little or no evidence that this Improvement Priority has been addressed. “

Improvement Priority 17

Indicator 5.4	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
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	1	1.0

5.4 Improvement Priority (2013-14) Develop policies and procedures for analyzing data to determine verifiable improvement in student learning. Systematically and consistently use results to design, implement, and evaluate the outcomes of continuous improvement action plans related to student learning, including readiness for and success at the next level.	District Evaluation	Team Evaluation
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.		
There is little or no evidence that this Improvement Priority has been addressed.		X

<p>District Evidence:</p> <ul style="list-style-type: none"> ▪Policies and procedures specific to data use and training (Data Transparency – USED) (DESCRIPTION) This serves as a document of protocols to consider as we analyze student data in the district. ▪Policies and procedures specific to data use and training (FCS District Data Protocols) (DESCRIPTION) The FCS District Data Protocols are also found on page 14 of the FCS Assessment Framework. The district emphasizes the need to use data in our commitment to continuous improvement. ▪Description of process for analyzing data to determine verifiable improvement in student learning (FCS District Data Protocols) (DESCRIPTION) This serves as a document of protocols to consider as we analyze student data in the district. ▪Description of process for analyzing data to determine verifiable improvement in student learning (FCS PLC Framework) (DESCRIPTION) The FCS PLC Framework is a guiding document that provides expectations pertaining to

professional learning communities, as well as protocols and processes and necessary forms. The PLC Framework utilizes the PLC Framework at Fleming County High School. Each school is encouraged to adapt to their needs; however, the foundations must remain the same.

▪Agendas, minutes of meetings related to analysis of data (School Board – September '14)

(DESCRIPTION) Fleming County Board of Education Special Called Meeting to discuss 2013-2014 KREP Data. In addition to this called meeting, the Board of Education receives a monthly update of the Teaching and Learning occurring in the district, which includes data specific to each school. This process began in September 2014.

▪Evidence of student readiness for the next level (FCHS CCR Rate)

(DESCRIPTION) The College and Career Readiness Rate at Fleming County School that is available online through the Kentucky Department of Education Accountability Department.

▪Evidence of student success at the next level (Transition Survey)

(DESCRIPTION) The Transition Survey provides key data of student success after high school. The information is on file to review; as this information could not be posted due to the report containing student information. This data assists the district in evaluating our academic expectations, academic offerings and effectiveness of student learning.

▪Examples of use of results to evaluate continuous improvement action plans (School-based PDSAs)

(DESCRIPTION) The initial school-based PDSAs that are posted focus on data collected from the Teaching and Learning Internal Review conducted in October 2014. Schools are beginning to focus on systems and continuous improvement.

▪Examples of use of results to evaluate continuous improvement action plans (District-based PDSAs and 30/45/60 Focus Plans)

(DESCRIPTION) The District PDSAs based on the Management Audit conducted in 2012, 2013, as well as the Diagnostic from 2014. PDSAs are separated by department or area and updated on a regular basis. Also included are the 30/45/60 day areas of focus for the district.

▪Student surveys (FCS District Survey – Diagnostic Review and FCHS High School Survey)

(DESCRIPTION) Survey results from the District-wide survey and high school survey for the upcoming diagnostic review to be performed in March 2015. Analysis of the results is also included.

District Supporting Rationale:

The district is currently engaged in an effective continuous improvement process. The district has a PDSA on teaching and learning, along with a 30-45-60 day focus plan related to Standard 3: Teaching and Assessing for Learning. By focusing on the system, the district is now seeing the integration of PDSAs into classrooms and even being used by students. There is strong evidence of our continuous improvement process. Evidence exists that shows student growth, such as the district-wide benchmark data; PDSAs, MAP scores and practice ACT.

Indicator 5.4: Evidence of Focus: (School PDSAs; District PDSAs; Commitment to the Standards for Quality

Indicator 5.4: **(Strengths):** Usage of results to develop continuous improvements (i.e. PDSAs, 30/45/60 Day Plans, etc.)

Indicator 5.4: **(Area(s) for Improvement):** Evaluating and monitoring data for systematic continuous improvement.

<p>Team Evidence:</p> <ul style="list-style-type: none"> • Data Transparency Document • FCS District Data Protocols • FCS Professional Learning Community (PLC) Framework • School Board Minutes September 2014 • Staff Interviews
<p>Team Supporting Rationale:</p> <p>There was no evidence offered to support the existence of any specific policies and procedures for analyzing data to determine verifiable improvement in student learning. District staff stated that the district’s commitment to implementing the Standards for Quality would address this need. The staff shared that various Plan-Do-Study-Acts (PDSAs) and 30-60-90 day plans supported efforts to address this Improvement Priority, but the Diagnostic Review Team could not find evidence of the systematic use of data to design and implement action plans related to student learning. Additionally, the district rated itself as having “little or no evidence that this Improvement Priority has been addressed.”</p>

Improvement Priority 18

Indicator 5.5	2013-14 Team Rating	2014-15 District Rating	2014-15 Team Rating
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	2	1.7

5.5 Improvement Priority (2013-14)	District Evaluation	Team Evaluation
Monitor comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.		
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.		

District Evidence:

- System quality control procedures for monitoring information about student learning, systems that support learning and the achievement of school improvement goals (School-Based PDSAs)
(DESCRIPTION) The initial school-based PDSAs that are posted focus on data collected from the Teaching and Learning Internal Review conducted in October 2014. Schools are beginning to focus on systems and continuous improvement.
- System quality control procedures for monitoring information about student learning, systems that support learning and the achievement of school improvement goals (District-based PDSAs and 30/45/60 Focus Plans)
(DESCRIPTION) The District PDSAs based on the Management Audit conducted in 2012, 2013, as well as the Diagnostic from 2014. PDSAs are separated by department or area and updated on a regular basis. Also included are the 30/45/60 day areas of focus for the district.
- System quality control procedures for monitoring system effectiveness (QAT Team)
(DESCRIPTION) A description and profile of the District's Quality Assurance Team.
- Communication plan regarding student learning, systems that support learning and achievement of school improvement goals to stakeholders (FCS Communication Plan)
(DESCRIPTION) The FCS Communication Plan that is provided to all schools a guide on how to communicate with stakeholders. The revised FCS Communication Plan was approved by the Board of Education in January 2015.
- Sample communications to stakeholders regarding student learning, conditions that support learning and achievement of school improvement goals (Press Release Testing)
(DESCRIPTION) The Superintendent's message regarding the 2013-2014 KREP results and accountability.
- Sample communications to stakeholders regarding student learning, conditions that support learning and achievement of school improvement goals (District Newsletters)
(DESCRIPTION) The district creates monthly newsletters designed to keep all stakeholders informed of what is happening in the district.
- Sample communications to stakeholders regarding student learning, conditions that support learning and achievement of school improvement goals (Attendance Recognition)
(DESCRIPTION) Recognition of student attendance which directly impacts student learning.
- Sample communications to stakeholders regarding student learning, conditions that support learning and achievement of school improvement goals (Monthly Board T & L Reports)
(DESCRIPTION) The Board of Education receives two reports pertaining to teaching and learning each month. A teaching and learning report is presented at each work session and also during the regular board meeting. The principals and instructional supervisor deliver the presentations and reports.
- Examples of system marketing tools and websites that cite student achievement results or that make promises regarding student achievement (District/School Report Cards (2013)(2014))
(DESCRIPTION) An overview of the Annual Report Cards from the Kentucky Department of Education.
- Executive summaries of student learning reports to stakeholder groups (Monthly Board T & L Reports)
(DESCRIPTION) The Board of Education receives two reports pertaining to teaching and learning each month. A teaching and learning report is presented at each work session and also during the regular board meeting. The principals and instructional supervisor deliver the presentations and reports.
- Minutes of meetings regarding achievement of student learning goals (District Team Meetings and School Leadership Meetings)
(DESCRIPTION) Weekly and Monthly meetings that occur where various information is discussed, including but not limited to: 1) Teaching and Learning; 2) Instructional Leadership; 3) Data-Driven Decisions; and 4) Assessments.
- Survey results (FCS District Survey – Diagnostic Review and FCHS High School Survey) **(DESCRIPTION)** Survey results from the District-wide survey and high school survey for the upcoming diagnostic review to be performed in March 2015. Analysis of the results is also included.
- Survey Results (District Data Usage Effectiveness Self-Assessment – 12/2014)
(DESCRIPTION) The FCS Senior Leadership Team conducted a self-assessment of data usage in the district as of December of 2014. The self-assessment tool is from the MA Data Toolkit. The data gathered has assisted in identifying next steps as we become a data-driven school district.

District Supporting Rationale:

The district is now leading the monitoring of PDSAs through monthly school leadership meetings (Principals' meetings) and district walk-throughs. This provides administrators an opportunity to collaborate and identify areas of strength and areas for improvement. Furthermore, principals must report to the board each month on their teaching and learning goals and data. The data is also posted online for other stakeholders to access and review.

Indicator 5.5: Evidence of Focus: (District Communication Plan; Monthly Teaching and Learning Board Updates; Quality Assurance Team; PDSAs and Focus Plans)

Indicator 5.5: (Strengths): The district's transparency pertaining to data and student learning.

Indicator 5.5: (Area(s) for Improvement): Monitoring and evaluating student learning through a systematic continuous improvement process.

Team Evidence:

- School and District based PDSAs
- 30/45/60 Focus Plans
- Quality Assurance Team Staff Interviews

Team Supporting Rationale:

The district has instituted efforts to be transparent and to engage the community in its work. The formation of the Quality Assurance Team that includes both internal and external stakeholders is evidence of progress in this area. The Diagnostic Review Team indicated that the Improvement Priority had been partially addressed because there has been insufficient time of implementation to evaluate overall effectiveness.

District-Provided Final Remarks: Fleming County Schools is excited about the work accomplished during the 2014-15 school year. The Senior Leadership Team, as well as other stakeholders, are seeing positive changes occurring, with more expected. We are most proud of the level of communication, teamwork, and shared leadership that has developed. Our commitment to becoming a "District of Distinction*" as well as earning SACs Accreditation has been able to unite stakeholders. The growth that has taken place through teamwork this year has been incredibly significant. As can be seen through evidence, the district has learned to embrace continuous improvement as a means to reach our goals.

As the district prepares for 2015-16, our two main areas of focus will be monitoring and evaluating for success. We must continue our commitment to continuous improvement in order to sustain what we have accomplished up to this point. Furthermore, through regular monitoring and evaluation, as a district we will be able to address: 1) engagement of all students, 2) common curriculum and assessments, 3) data and student work analysis through professional learning communities, 4) empowering stakeholders through shared leadership, and 5) connecting the systems.

This is Our Vision...Our Bridge...Our Journey...as we become a "District of Distinction.*"

*[As defined by the district]

Student Performance Data Analysis Fleming County High School

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	69.0	70.0	66.4	No	Yes	Yes
2012-2013	58.3	58.8	63.2	Yes	Yes	No

Plus

The AMO Goal was met in 2012-13.

The Graduation Rate Goal was met in 2013-14.

Delta

The AMO Goal for 2013-14 was not met.

The Graduation Rate Goal for 2012-13 was not met.

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	47.2	52.2	46.0	55.8	38.2	55.4
Algebra II	38.5	40.0	34.6	36.0	24.6	37.9
Biology	25.4	30.3	23.6	36.3	18.0	39.8
U.S. History	21.4	39.5	36.7	51.3	51.1	58.0
Writing	45.6	43.9	40.2	48.2	40.2	43.3
Language Mech.	37.2	50.7	33.0	51.4	39.3	49.9

Plus

The percentage of students scoring at proficient and distinguish levels in U.S. History has increased each year for three consecutive years.

The percentage of students scoring at proficient and distinguished levels in Language Mechanics increased from 2012-13 to 2013-14.

Delta

The percentage of students scoring at proficient and distinguished levels in English II has decreased for three consecutive years.

The percentage of students scoring at proficient and distinguished levels in Algebra II has decreased for three consecutive years.

The percentage of students scoring at proficient and distinguished levels in biology has decreased for three consecutive years.

The percentage of students scoring at proficient and distinguished levels in writing decreased from 2011-12 to 2012-13, and then remained unchanged for 2013-14.

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	14.7	16.1	15.1	16.6	14.9	16.5
Math	16.1	16.8	16.5	17.1	15.6	16.9
Reading	15.8	16.6	16.0	16.8	15.6	16.7
Science	17.6	17.9	17.5	18.1	16.9	18.1
Composite	16.1	17.0	16.4	17.3	15.8	17.2

Plus

Scores in science are the highest for all three years.

Delta

Scores are below the state average in all content areas for all three years.

Scores declined in English, math, reading , and science from 2012-13 to 2013-14.

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	16.4	18.4	16.4	18.4	17.5	18.7
Math	17.5	18.8	18.4	18.9	18.5	19.2
Reading	17.7	19.0	18.1	19.4	18.5	19.6
Science	17.6	19.1	18.7	19.5	19.0	19.6
Composite	17.5	19.0	18.0	19.2	18.5	19.4

Plus

Scores in math, reading, and science increased each year for three years. Scores in English increased from 2012-13 to 2013-14.

Delta

Scores are below the state average in all content areas for all three years.

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	54.3	30.6	No	47.7	24.3	No
Reading	57.7	37.0	No	51.5	27.0	No
Math	50.9	24.2	No	43.8	21.5	No
Science	40.3	18.2	No	35.2	9.7	No
Social Studies	37.4	50.4	Yes	27.7	40.5	Yes
Writing	56.5	40.9	No	51.3	33.9	No

Plus

The proficiency delivery target for social studies was met. The gap delivery target for social studies was met.

Delta

Proficiency delivery targets for combined reading and math, reading, math, science, and writing were not met.

Gap delivery targets for combined reading and math, reading, math, science, and writing were not met.

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	62.8	75.2	62.4	Yes
Graduation Rate	94.6	95.6	87.5	Yes

Plus

The CCR delivery target and the graduation rate delivery target were met.

The actual score for the CCR delivery target and the graduation rate delivery target are above the state average.

Delta – N/A

Program Reviews 2013-2014						
Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development (3 pts possible)	Administrative/ Leadership Support (3 pts possible)	Total Score (12 points possible)	Classification
Arts and Humanities	2.65	1.86	1.78	1.70	8.0	Proficient
Practical Living	1.97	1.83	1.78	1.58	7.2	Needs Improvement
Writing	0.78	0.25	0.67	1.43	3.1	Needs Improvement

Plus

The Arts and Humanities Program Review is classified as proficient.

Curriculum and Instruction is the highest category for all three areas of Program Review.

Delta

The Practical Living Program Review is classified as needs improvement.

The Writing Program Review is classified as needs improvement.

Scores in writing (3.1) are far below an overall score of proficient (8.0)

Narrative Summary

School Report Card data for 2013-14 indicates that Fleming County High School met its graduation rate goal, but did not meet its AMO goal. The percentage of students scoring at proficient or distinguished levels on the U.S. History End-of-Course assessment increased between the 2011-12 and 2013-14 academic years. However, the percentage of students scoring at proficient or distinguished levels on English II, Algebra II, and biology End-of-Course assessments decreased between the 2011-12 and 2013-14 academic years. There was an increase in the percentage of students scoring at proficient or distinguished levels in Language Mechanics from 33.0 in 2012-13 to 39.3 in the 2013-14 academic year. The percentage of students scoring at proficient or distinguished levels on the writing assessment remained constant at 40.2 for the 2012-2013 and 2013-2014 academic years.

Average scores on the 10th grade PLAN assessment remained below state averages in English, reading, math, and science for all three years from 2011 to 2014. The highest scores were recorded in the area of science for all three years. The average composite PLAN score increased from 16.1 in the 2011-12 academic year to 16.4 in the 2012-13 academic year. However, the composite PLAN score fell significantly from 16.4 in the 2012-13 academic year to 15.8 in the 2013-14 academic year.

Average scores on the ACT showed a positive trend from 2011-12 to 2013-14 in the areas of math, reading, and science. Scores in English remained at 16.4 in 2011-12 to 2012-13, but increased to 17.5 in 2013-14. However, scores in all content areas are below state averages. The average composite score for ACT shows a positive trend from 17.5 in 2011-12 to 18.5 in 2013-14. However, composite scores are still well below the state average of 19.4. Both PLAN and ACT scores in all assessed content areas are below state averages.

The School Report Card indicates that proficiency delivery targets for the percentage of students scoring at proficient and distinguished levels was met for social studies, but not for combined reading and math, reading, math, science, or writing. Students in the school's non-duplicated gap group followed the same pattern by meeting the gap delivery target in social studies, but not in the other content areas, including combined reading and math, reading, math, science, or writing.

The school met its College and Career Readiness delivery target and graduation rate delivery target for the 2013-14 school year. Both the College and Career Readiness and graduation rate scores are above the state average.

Writing and Practical Living program reviews show that both are classified as needs improvement, with a total score of 3.1 in Writing and a 7.2 in Practical Living out of a possible 12.0 points. Writing program review scores are consistently lower in the areas of formative and summative assessment, professional development, and curriculum and instruction, which correlate to the low writing achievement scores at Fleming County High School. The total score for the Arts and Humanities program review is 8.0, which is classified as proficient.

Attachment 2

Fleming County High School Stakeholder Survey Plus/Delta

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

Teaching and Learning Impact (Standards 3 and 5)

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

1. Eighty percent of staff strongly agree/agree with the statement, "Our school uses data to monitor student readiness and success at the next level."
2. Eighty-four percent of staff strongly agree/agree with the statement, "Our school leaders monitor data related to school continuous improvement goals."
3. Seventy-eight percent of staff strongly agree/agree with the statement, "Our school leaders regularly evaluate staff members on criteria designed to improve teaching and learning."
4. Seventy-six percent of parents strongly agree/agree with the statement, "My child knows the expectations for learning in all classes."
5. Eighty-three percent of staff strongly agree/agree with the statement, "Our school's leaders expect staff members to hold all students to high academic standards"
6. Seventy-six percent of parents strongly agree/agree with the statement, "My child has at least one adult advocate in the school."
7. Eighty percent of staff strongly agree/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"
8. Eighty-five percent of staff strongly agree/agree with the statement, "Our school uses multiple assessment measures to determine student learning and school performance."

Δ Delta:

1. Twenty-eight percent of students strongly agree/agree with the statement, "All of my teachers change their teaching to meet my learning needs."
2. Forty-two percent of students strongly agree/agree with the statement, "My school prepares me to deal with issues I may face in the future."
3. Fifty percent of students strongly agree/agree with the statement, "In my school, computers are up-to-date and used by teachers to help me learn."

4. Forty-seven percent of students strongly agree/agree with the statement, "In my school, teachers work together to improve student learning."
5. Forty-two percent of students strongly agree/agree with the statement, "My school shares information about school success with my family and community members."
6. Twenty-one percent of students strongly agree/agree with the statement, "All of my teachers fairly grade and evaluate my work."
7. Forty-seven percent of staff strongly agree/agree with the statement, "All teachers in our school provide students with specific and timely feedback about their learning."
8. Fifty-four percent of staff strongly agree/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."
9. Thirty-four percent of parents strongly agree/agree with the statement, "All of my child's teachers keep me informed regularly of how my child is being graded."
10. Forty-nine percent of staff strongly agree/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."
11. Fifty-one percent of staff strongly agree/agree with the statement. "All teachers in our school use a variety of technologies as instructional resources."
12. Fifty-eight percent of staff strongly agree/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)."
13. Fifty-four percent of staff strongly agree/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."
14. Forty-six percent of staff strongly agree/agree with the statement, "In our school, all school personnel regularly engage families in their children's learning progress."
15. Fifty percent of students strongly agree/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."
16. Forty-two percent of parents strongly agree/agree with the statement, "All of my child's teachers work as a team to help my child learn."
17. Fifty-three percent of parents strongly agree/agree with the statement, "All of my child's teachers use a variety of teaching strategies and learning activities."
18. Forty percent of parents strongly agree/agree with the statement, "All of my child's teachers meet his/her learning needs by individualizing instruction."
19. Forty-eight percent of parents strongly agree/agree with the statement, "All of my child's teachers help me to understand my child's progress."
20. Forty-three percent of parents strongly agree/agree with the statement, "My child has administration and teachers that monitor and inform me of his/her learning progress."

Leadership Capacity

(Standards 1 and 2)

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

1. Seventy-seven percent of parents and 78 percent of staff strongly agree/agree with the statement, "Our school's purpose statement is clearly focused on student success."
2. Eighty percent of parents strongly agree/agree with the statement, "Our school has established goals and a plan for improving student learning."
3. Seventy-five percent of staff strongly agree/agree with the statement, "Our school has a continuous improvement process based on data, goals, actions, and measures for growth."
4. Eighty-three percent of staff strongly agree/agree with the statement, "Our school's leaders expect staff members to hold all students to high academic standards."
5. Seventy-eight percent of staff strongly agree/agree with the statement, "Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning."
6. Eighty-four percent of staff strongly agree/agree with the statement, "Our school's leaders monitor data related to school continuous improvement goals."

Δ Delta:

1. Fifty-four percent of students strongly agree/agree with the statement, "In my school, a high quality education is offered."
2. Twenty-eight percent of students strongly agree/agree with the statement, "All of my teachers change their teaching to meet my learning needs."
3. Forty-seven percent of students strongly agree/agree with the statement, "In my school teachers work together to improve student learning."
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."
5. Fifty percent of parents strongly agree/agree with the statement, "Our school's governing body operates responsibly and functions effectively."
6. Fifty eight percent of staff strongly agree/agree with the statement, "Our school's governing body or school board compiles with all policies, procedures, laws, and regulations."
7. Fifty-four percent of parents strongly agree/agree with the statement, "Our school's purpose statement is clearly focused on student success."
8. Fifty-three percent of staff strongly agree/agree with the statement, "Our school's leaders engage effectively with all stakeholders about the school's purpose and direction."
9. Fifty-nine percent of parents strongly agree/agree with the statement, "All of my child's teachers give work that challenges my child."
10. Forty-two percent of students strongly agree/agree with the statement, "My school shares information about school success with my family and community members."

11. Thirty-four percent of parents strongly agree/agree with the statement, "All of my child's teachers keep me informed regularly of how my child is being graded."
12. Forty-six percent of staff strongly agree/agree with the statement, "In our school, all school personnel regularly engage families in their learning progress."
13. Fifty-six percent of parents strongly agree/agree with the statement, "Our school shares responsibility for student learning with its stakeholders."
14. Thirty-nine percent of students strongly agree/agree with the statement, "My school considers students' opinions when planning ways to improve the school."
15. Thirty-one percent of students strongly agree/agree with the statement, "All of my teachers provide me with information about my learning and grades."
16. Forty-one 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."
17. Fifty-two percent of parents strongly agree/agree with the statement, "Our school provides opportunities for stakeholders to be involved in the school."
18. Fifty-eight percent of staff strongly agree/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."
19. Fifty-four percent of parents strongly agree/agree with the statement, "Our school ensures that all staff members monitor and report the achievement of school goals."

Resource Utilization

(Standard 4)

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

1. Eighty percent of parents strongly agree/agree with the statement, "Our school provides a safe learning environment."
2. Eighty percent of parents and 82 percent of staff strongly agree/agree with the statement, "Our school provides opportunities for students to participate in activities that interest them."
3. Eighty percent of staff strongly agree/agree with the statement, "Our school provides qualified staff members to support student learning."
4. Eighty-four percent of staff strongly agree/agree with the statement, "Our school maintains facilities that support student learning."

Δ Delta:

1. Fifty-three percent of parents strongly agree/agree with the statement, "Our school provides an adequate supply of leaning resources that are current and in good condition."
2. Fifty-three percent of students strongly agree/agree with the statement, "In my school, computers are up-to-date and used by teachers to help me learn."

3. Fifty-three percent of students strongly agree/agree with the statement, "In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center).
4. Forty-eight percent of staff strongly agree/agree with the statement, "Our school provides sufficient material resources to meet student needs."
5. Fifty percent of staff strongly agree/agree with the statement, "Our school provides a plan for the acquisition and support of technology to support student learning."
6. Forty-three percent of parents strongly agree/agree with the statement, "Our school ensures the effective use of financial resources."
7. Forty-three 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."

2015 System Diagnostic Review Schedule

**FLEMING COUNTY SCHOOLS
211 West Water Street
Flemingsburg, KY 41041**

SUNDAY (March 15, 2015)

Time	Event	Where	Who
3:00 p.m.	Check-in	Hotel	Diagnostic Review Team Members
4:00 p.m. - 5:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. - 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:45 p.m. - 7:45 p.m.	<p style="text-align: center;">Superintendent's Presentation</p> <p><u>Executive Summary Overview</u></p> <p>1. What is the system's purpose and direction for improving student performance?</p> <p>2. What additional information does the team need to know about the school system's cultural, economic, historical context?</p> <p><u>Standards Overview</u></p> <p>1. What are the AdvancED Self Assessment ratings, how were they determined and who was involved in this determination?</p> <p>2. What strengths and leverage points for improvement emerged from the system's ratings of the indicators?</p> <p><u>Previous Leadership Assessment/Diagnostic Review Findings</u></p> <p>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?</p> <p>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?</p> <p>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?</p>	Hotel Conference Room	Diagnostic Review Team Members
7:45 p.m. - 9:30 p.m.	<p style="text-align: center;">Team Work Session #1</p> <p>Reviewing Internal Review documents and determining preliminary ratings for all indicators.</p> <p>Determining questions and points of inquiry for the team.</p> <p>Reviewing team schedules and assignments for Monday,</p>	Hotel Conference Room	Diagnostic Review Team Members

MONDAY (March 16, 2015)

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Some or all of the Diagnostic Review Team may report to the Priority school to conduct eleot™ observations and interview school leadership as well as KDE Educational Recovery Staff.		
7:30 a.m.	Team arrives at system office	District office	Diagnostic Review Team Members
7:45 a.m. - 9:30 a.m.	Individual private interviews are scheduled in advance with: <ol style="list-style-type: none"> 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
9:30 a.m. - 9:45 a.m.	Break	District office	Diagnostic Review Team Members
9:45 a.m. - 10:45 a.m.	Some team members may be assigned to review artifacts and documents that were not provided to the team in advance.		
10:45 a.m. - 11:45 a.m.	Individual interviews with system office staff continues	District office	Diagnostic Review Team Members (divided)
11:45 a.m. - 12:30 p.m.	Lunch & Team Debriefing	TBD	Diagnostic Review Team Members
12:30 p.m. - 4:30 p.m.	Interviews continue with: <ol style="list-style-type: none"> 1. All school board members (individual private interviews) 2. Community members (small group(s) of 4-8 interviewees 	District office	Diagnostic Review Team Members (divided)
4:30 p.m.	Team returns to hotel		Diagnostic Review Team Members
5:30 p.m. - 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 p.m. - 9:00 p.m.	Evening Work Session #2 Agenda to be determined by Lead and Associate Lead Evaluators Prepare for Day 2	Hotel conference room	Diagnostic Review Team Members
	Allow time for the school and district teams to share information from Day 1. <ul style="list-style-type: none"> • Possibly allow school and district standards teams to share information with each other and discuss preliminary indicator ratings as well as Opportunities for Improvement, Powerful Practices, Improvement Priorities • If possible, allow time to review preliminary eleot™ data 		

TUESDAY (March 17, 2015)

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

WEDNESDAY (March 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 	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
TBD	<p>Exit Report with the superintendent</p> <p>The Exit Report will be a brief meeting for the Lead and Associate Lead Evaluators to express their appreciation for hosting the on-site review to the superintendent. All substantive information regarding the Diagnostic Review will be delivered to the superintendent and system leaders in a separate meeting to be scheduled later by KDE.</p> <p><u>The Exit Report will not be a time to discuss the team's findings, ratings, individual impressions of the school, make evaluative statements or share any information from the Diagnostic Review Team report.</u></p>	District office conference room	Diagnostic Review Team Members

District Diagnostic Review Summary Report

Fleming County

School District

3/15/2015 – 3/18/2015

The members of the Fleming 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 not have the ability to manage the intervention of Fleming County 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 Fleming County School District and Fleming County High School.

Superintendent, Fleming County

_____ Date: _____