

# Report of the Diagnostic Review Team for Fleming County High School

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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 High School hosted a Diagnostic Review March 15-18, 2015. A nine member Diagnostic Review Team conducted an on-site review and developed this written report of their findings.

Prior to the start of the Diagnostic Review, the Lead Evaluator and Co-Lead Evaluator engaged in a conference call with the Fleming County High School principal on February 17, 2015. The Lead Evaluator, Co-Lead Evaluator, and principal also communicated through emails during the initial study, review, and analysis of various documents provided by the school. The Lead Evaluator and Co-Lead Evaluator conducted a

webinar with the External Review Team on Friday, March 6, 2015 for the purpose of discussing team logistics, determining team member assignments, beginning the process of reviewing school documents and artifacts, and making preliminary ratings for all 33 indicators.

The school completed and submitted all required documents to the Diagnostic Review Team in a timely manner. Evidence and documentation to support the school/district Self-Assessment and other diagnostics and artifacts were well organized and accessible to all team members through a central web link.

The Diagnostic Review Team expresses its appreciation to the staff and stakeholders of Fleming County High School for their hospitality during the review. The school leaders were responsive to requests for information.

A total of 63 stakeholders were interviewed and a total of 40 classrooms were observed during the Diagnostic Review. Throughout the Diagnostic Review the district/school leaders, faculty, and staff were courteous, transparent, and candid.

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

Stakeholder Interviewed	Number
Administrators	1
Instructional Staff	19
Support Staff	14
Students	22
Parents/Community/Business Leaders	7
<b>Total</b>	<b>63</b>

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

# Results

## Teaching and Learning Impact

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

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

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

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

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

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

### Standard 3 - Teaching and Assessing for Learning

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

Indicator	Description	Review Team Score
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	1.11
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	1.11
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.11
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1.00
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	2.00
3.6	Teachers implement the school's instructional process in support of student learning.	1.22
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	1.56
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	2.00
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	2.22

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.	1.89
3.11	All staff members participate in a continuous program of professional learning.	1.89
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	1.22

## Standard 5 - Using Results for Continuous Improvement

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

Indicator	Description	Review Team Score
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	1.67
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	1.33
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	1.44
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	1.78
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	1.67

## Student Performance Diagnostic

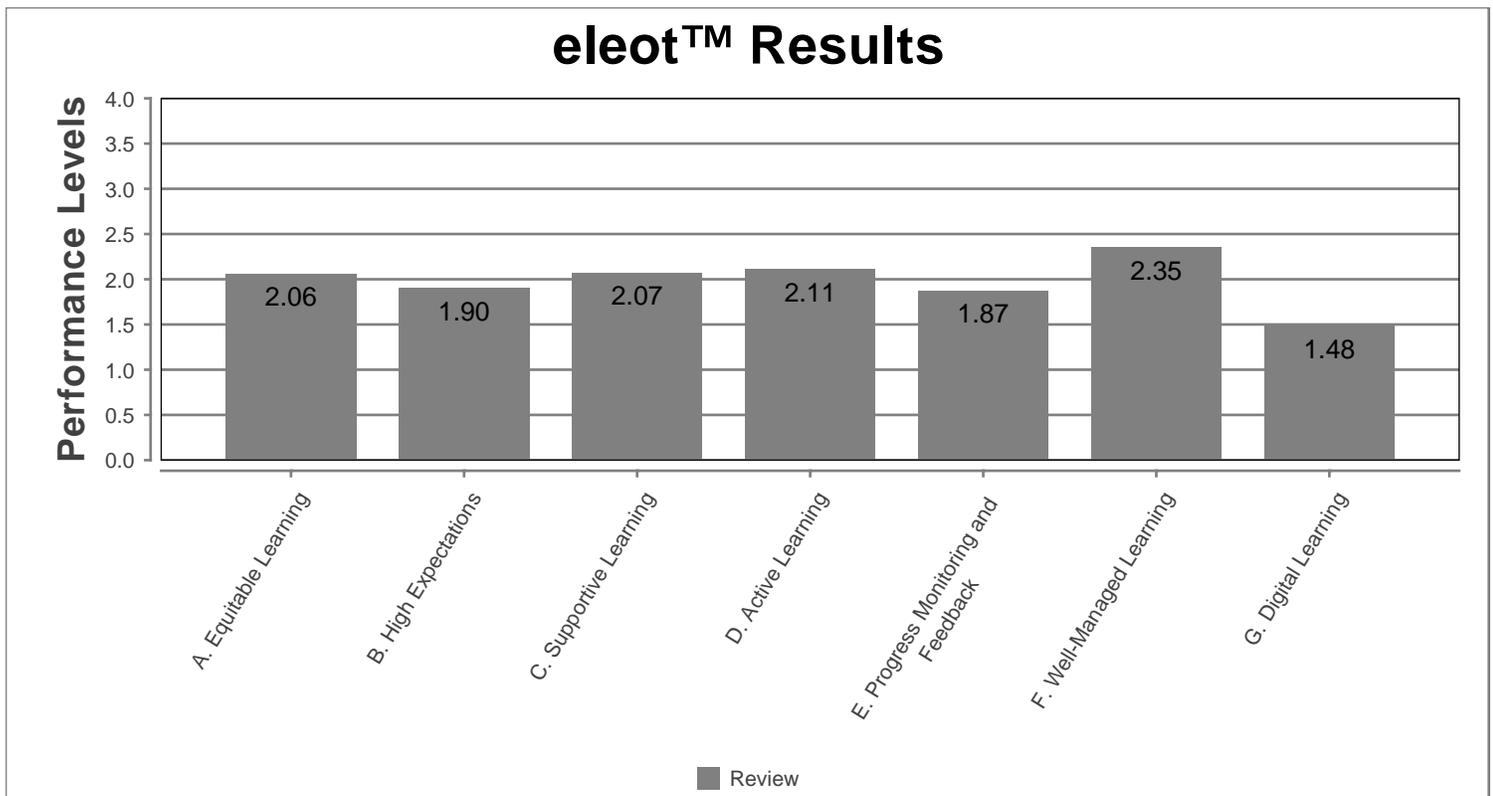
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

Evaluative Criteria	Review Team Score
Assessment Quality	2.00
Test Administration	2.78
Equity of Learning	1.22
Quality of Learning	2.00

## 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 appeared in the Well-Managed Learning Environment. "Follows classroom rules and works well with others" received a rating of 2.67 and "speaks and interacts respectfully with teacher(s) and peers" received a rating of 2.62. 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 and "uses digital tools/technology to conduct research, solve problems, and/or create original works for learning" was rated 1.45.

### 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 the 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. This indicator received a rating of 1.98 on a 4 point 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 significant leverage point for improving student achievement.

### High Expectations Learning Environment

The High Expectations Learning Environment was rated 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 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 with 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 students and represents a potential leverage point for improvement in performance.

### Supportive Learning Environment

The Supportive Learning Environment received a 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 in 38 percent of classrooms that students demonstrated that learning experiences were positive. It was evident/very evident in 35 percent of the classrooms that students showed a positive attitude about the classroom and learning. It was evident/very evident in only nine percent of classrooms 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). A 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 was rated 2.11 on a 4 point scale. The item receiving the highest rating in this environment was, "is actively engaged in the learning activities," which was rated 2.28. However, active engagement was evident/every evident in only 36 percent of classrooms. Observers detected no evidence of active engagement in 20 percent of classrooms. It was evident/very evident in only 35 percent of classrooms that students had several opportunities to engage in discussions with teachers and classmates, suggesting a heavy reliance on teacher-centered instruction as the norm across the school. 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 was rated 1.87 on a 4 point scale. The item receiving the highest rating (2.1) was, "demonstrates or verbalizes understanding of the lesson/content." Observers detected that this condition was very evident, evident, or somewhat evident in 73 percent of classrooms. "Is asked and/or quizzed about individual progress/learning" and "has opportunities to revise/improve work based on feedback" both received a rating of 1.8 on a 4 point scale. 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 type of questioning 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

With a rating of 2.35 on a 4 point scale, the Well-Managed Learning Environment received the highest rating of all seven environments. 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. It was evident/very evident that students were given opportunities to collaborate in student-centered activities in just 28 percent of classrooms. Providing students experiences in which they collaborate with their peers allows them to become actively involved in their learning and thereby increases the likelihood of them understanding and retaining content knowledge and skills.

### Digital Learning Environment

Every indicator in the Digital Learning Environment was rated lower than 2.0 on a 4 point scale. It was evident/very evident in about 15 percent of 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 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%
<b>Overall rating on a 4 point scale: 2.06</b>						

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%
<b>Overall rating on a 4 point scale: 1.90</b>						

<b>C. Supportive Learning</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
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%
<b>Overall rating on a 4 point scale: 2.07</b>						

<b>D. Active Learning</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
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%
<b>Overall rating on a 4 point scale: 2.11</b>						

<b>E. Progress Monitoring and Feedback</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
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%
<b>Overall rating on a 4 point scale: 1.87</b>						

<b>F. Well-Managed Learning</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
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%
<b>Overall rating on a 4 point scale: 2.35</b>						

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%
<b>Overall rating on a 4 point scale: 1.48</b>						

## Findings

### Improvement Priority

Indicator 3.12 - Use data to develop an effective system to identify and provide support services for student support services (e.g., students with high abilities, students who are at risk of failing). Equip staff with strategies and resources to address the unique learning needs and multiple intelligences of students. (Indicators 3.12)

#### Evidence and Rationale

##### Student Performance Data:

Student performance on assessments indicates the need for a systematic approach addressing the individual learning needs of students. For example, average scores on the PLAN assessment administered at grade 10 remain below state averages in English, reading, math, and science from 2011-12 to 2013-14. While average scores on the ACT in math, reading, and science increased from 2011-2012 to 2013-2014, English scores remained the same at 16.4 from 2011-2012 to 2012-2013, with an increase to 17.5 in 2013-2014.

Also, the percentage of students scoring at proficient or distinguished levels on English 11, Algebra 11, and Biology End of Course assessments decreased between the 2011-2012 and 2013-2014 academic years.

##### Stakeholder Survey Data:

Stakeholder survey results indicate a lack of evidence that individual student needs are being met on a consistent basis. Survey data indicates that 28 percent of students strongly agree/agree with the statement, "All of my teachers change their teaching to meet my learning needs." Forty percent of parents strongly agree/agree with the statement, "All of my child's teachers meet his or her learning needs by individualized

instruction.” Fifty-six percent of staff strongly agree/agree with the statement, “In our school, related support learning services are provided for all students based on their needs.”

#### Stakeholder Interviews:

Interviews with stakeholder groups do not suggest that the school systematically and continuously uses data to identify the unique learning needs of students. Further, there is not significant evidence that school personnel stay current on professionally relevant research related to characteristics of learning or that professional development related to such research is provided.

#### Review of Documents and Artifacts:

A review of Fleming County High School’s walkthrough data, Professional Learning Community notebooks, and other student assessment data does not indicate a coordinated, systematic approach to identifying and supporting individual student needs. Further, interviews with teachers and observations of Professional Learning Communities did not indicate a continuous process for integrating current research for student learning or a process for identifying special populations of students.

### **Improvement Priority**

Indicator 3.2 - Develop and implement a systemic, collaborative process by which curriculum, instruction, and assessments are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. Align curriculum vertically and horizontally as well as with the school’s purpose.

(Indicators 3.2)

#### Evidence and Rationale

##### Student Performance Data:

As detailed in the attachments of this report, student performance data demonstrates that curriculum, instruction, and assessment are not consistently monitored and adjusted systematically in response to data from multiple assessments of student learning and examination of professional practice.

Fleming County High School’s delivery targets for combined reading and math, math, science, reading, and writing were not met. In addition, gap delivery targets were not met for combined reading and math, reading, math, science, and writing. The proficiency delivery target for social studies and the gap delivery target for social studies were both met.

##### Stakeholder Survey Data:

Survey data suggests that curriculum, instruction, and assessments are not adjusted in response to data from multiple assessments of student learning.

Sixty-five percent of parents agree or strongly agree with the statement, “My child is given multiple assessments to measure his/her understanding of what was taught.”

Twenty-eight percent of students agree or strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”

Fifty-four percent of staff agree or strongly agree with the statement, “All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.”

Sixty percent of staff agree or strongly agree with the statement, “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.”

#### Stakeholder Interviews and Review of Documents and Artifacts:

Student interviews, teacher interviews, and observations revealed that formative assessments are not consistently used to guide modification of instruction, curriculum, and assessment. The Diagnostic Review Team recognizes that teachers are analyzing summative assessment data in PLCs with the intent of informing instructional practices.

Interviewees were consistently unable to confirm the effective use of curriculum documents to drive instruction and assessment design. According to student interviews and observations, content standards are not consistently used to inform students of their daily learning targets. Many stakeholder interviewees could not articulate an intentional process whereby school curriculum documents were used to plan and design instruction and assessments intended to foster student success on End of Course exams.

### **Improvement Priority**

Indicator 3.3 - Increase cognitive engagement in students by using effective bell-to-bell instructional practices that ensure achievement of learning expectations congruent to content standards. Increase student engagement by implementing strategies such as collaboration, self-reflection, authentic application of skills, integration of content and skills, and use of technologies as instructional resources and tools.

(Indicators 3.3)

#### Evidence and Rationale

##### Student Performance Data:

As detailed in the attachments to this report, student performance data indicates that instructional strategies to ensure achievement of learning expectations are not consistently used to engage students. Although Fleming County High School’s Annual Measurable Objective (AMO) was met in 2012-13, AMO was not met in 2013-2014. The percentage of students scoring at proficient or distinguished levels on End-of-Course exams in English II, Algebra II, and biology has decreased for three consecutive years. The percentage of students scoring at proficient or distinguished levels in writing decreased from 2011-12 to 2013-14, and then remained

unchanged for 2013-2014.

#### Classroom Observation Data:

Classroom observations revealed limited use of instructional strategies that ensure achievement of learning expectations.

Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were very evident/evident/somewhat evident in 60 percent of classrooms.

It was evident/somewhat evident that students were asked and responded to questions that required higher order thinking (e.g., applying, evaluating, and synthesizing) in 50 percent of classrooms. This practice was not observed as being very evident in any classrooms.

Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were very evident/evident/somewhat evident in 42.5 percent of classrooms.

It was evident/very evident that students were provided support and assistance to understand content and accomplish tasks in 37.5 percent of classrooms.

It was evident/very evident that students were actively engaged in the learning activities in 35 percent of classrooms.

It was evident/very evident that students had several opportunities to engage in discussions with the teacher and other students in 35 percent of classrooms.

It was evident/very evident that students made connections from content to real-life experiences in 22.5 percent of classrooms.

The extent to which students used “digital tools/technology to gather, evaluate, and/or use information for learning” was very evident/evident/somewhat evident in 30 percent of classrooms.

Instances of students using digital tools/technology to conduct research, solve problems, and/or create original works for learning were very evident/evident/somewhat evident in 22.5 percent of classrooms.

It was evident/very evident that students used digital tools/technology to communicate and work collaboratively for learning in 20 percent of classrooms.

Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were very evident/evident/somewhat evident in 42.5 percent of classrooms.

#### Stakeholder Survey Data:

Survey data suggests that curriculum and instruction are not consistently designed to meet the learning needs of all students.

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

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

Sixty-three percent of students agree or strongly agree with the statement, "My school provides me with challenging curriculum and learning experiences."

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

Twenty-eight percent of students agree or strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs."

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

Forty-nine percent of staff agree or strongly agree with the statement, "All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills."

Survey data suggests that technology is not consistently or effectively used to enhance teaching and learning in all classrooms.

Fifty percent of students agree or strongly agree with the statement, "In my school, computers are up-to date and used by teachers to help me learn."

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

Stakeholder Interviews and Review of Documents and Artifacts:

Student interviews, teacher interviews, and observations revealed that:

Teachers rarely use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills,

Teachers do not consistently personalize instructional strategies or interventions to address individual learning needs, and

Bell-to-bell instruction, with informative closing activities, is not consistently used to engage students.

### **Improvement Priority**

Indicator 3.4 - Develop effective processes and procedures for formally and consistently monitoring and supporting improvement in instructional practices of teachers beyond the classroom to ensure student success. Develop effective practices to monitor and support instructional practices to ensure the teaching of the approved curriculum and to ensure teachers are engaged with students in the oversight of their learning. (Indicators 3.4)

#### Evidence and Rationale

##### Student Performance Data:

As detailed in the attachments to this report, student performance data does not consistently demonstrate that school leaders monitor and support the improvement of teachers' instructional practices to ensure student success.

Fleming County High School's PLAN scores have been below the state average in all content areas for the past three years. Scores declined in English, math, reading, and science from 2012-13 to 2013-14. ACT scores in math, reading, and science have increased each year for three years. In addition, scores in ACT English increased from 2012-13 to 2013-2014. However, ACT scores have been below the state average in all content areas for each of the past three school years.

##### Stakeholder Survey Data:

Survey data suggests that school leaders do not effectively monitor the instructional practices of teachers to ensure student success.

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

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

##### Stakeholder Interviews and Review of Documents and Artifacts:

Interviewees were unable to confirm that school leaders have developed effective processes for consistently monitoring and supporting improvement in the instructional practices of teachers to ensure student success.

Teacher interviews and classroom observations did not reveal evidence of the use of instructional strategies

recommended for improved student learning. Furthermore, there was limited evidence to demonstrate that school leaders use evaluation procedures to monitor instructional practices to ensure teaching of the approved curriculum.

### **Improvement Priority**

Indicator 3.6 - Implement and monitor a school-wide instructional process that ensures teachers consistently inform students about standards of performance, while utilizing exemplars of high quality work and formative assessments to guide modification of instruction.

(Indicators 3.6)

#### Evidence and Rationale

##### Student Performance Data:

As detailed in the attachments to this report, student performance data shows that Fleming County High School did not meet its Annual Measurable Objective (AMO) for the 2013-2014 school year. A review of School Report Card data indicated that 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. Of particular concern to the Diagnostic Review Team is that 2014 results indicate that only 18 percent of students performed at proficient or distinguished levels in science, while over 80 percent of students performed at novice and apprentice levels in science.

##### Classroom Observation Data:

Classroom observations did not reveal the existence of procedures that clearly inform students of learning expectations. Instances in which students were provided exemplars of high quality work were evident in only 10 percent of classrooms. The Progress Monitoring and Feedback Learning Environment was rated 1.87 on a 4 point scale. There was limited evidence of teachers asking or quizzing students about individual progress or learning. Students infrequently demonstrated or verbalized understanding of the lesson or content. The High Expectations Learning Environment was rated 1.89 on a 4 point scale, indicating the lack of an instructional process that ensures students are clearly and consistently informed about learning expectations.

##### Stakeholder Survey Data:

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." Sixty-three percent of students agree/strongly agree with the statement, "My school gives me multiple assessments to check my understanding of what was taught."

##### Stakeholder Interviews:

In interviews, teachers were not able to explain or define the school's instructional process. Teacher interviews did not indicate the use of results of formative assessments to guide them in making instructional decisions.

### Review of Documents and Artifacts:

A review of Professional Learning Community agendas/meeting notes and review of walkthrough data did not reveal the existence of a school instructional process to ensure students are informed about standards of performance and have access to exemplars that display high quality work.

### **Improvement Priority**

Indicator 5.2 - Develop, consistently implement, and support the use of systematic processes to document the collection, analysis and use of data to improve student achievement and school effectiveness including the conditions that support learning, (e.g., the use of comparison or trend data to make instructional decisions, the effective use of available technology, effectiveness of instructional strategies developed and implemented by members of professional learning communities).

(Indicators 5.2)

### Evidence and Rationale

#### Student Performance Data:

As detailed in the addendum to this report, student performance data does not suggest that the Fleming County High School's processes for improvement planning are effective in improving student achievement. While the school has been highly successful in improving its graduation rate and College and Career Readiness, improvement in the core academic program is minimal. Further, student performance in all academic areas of the K-PREP, PLAN, and ACT assessments is below state averages for these assessments. The only performance gap delivery target met by Fleming County High School was in social studies.

#### Stakeholder Survey Data:

Sixty-eight percent of staff indicated that they agree/strongly agree with the statement, "Our school has a systematic process for collecting, analyzing, and using data." Review of documents and artifacts as well as interviews did not indicate that the school's professional and support staff use systematic processes and procedures for collecting, analyzing, and applying learning from all data sources in a comprehensive or cohesive manner.

#### Stakeholder Interviews:

Staff and administrator interviews suggested that professional learning communities are in place and processes for collecting and analyzing data have been monitored more closely this year. However, stakeholders were not able to provide verifiable evidence or specific examples that all school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.

### Review of Documents and Artifacts:

The school has provided an improvement planning document that includes goals and strategies for improvement in the core academic program. However, there is no evidence of other documentation regarding systematic processes through which professional and support staff continuously collect, analyze, and apply learning from formative and summative assessment data to improve student learning, instruction, the effectiveness of programs, and organizational conditions.

# Leadership Capacity

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

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

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

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

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

## Standard 1 - Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Indicator	Description	Review Team Score
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	2.00
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	1.11
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.00

## Standard 2 - Governance and Leadership

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

Indicator	Description	Review Team Score
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	2.00
2.2	The governing body operates responsibly and functions effectively.	2.00
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	2.00
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	2.00
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2.00
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	1.56

## Stakeholder Feedback Diagnostic

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

Institutions are asked to collect and analyze stakeholder feedback data, then submit the data and the analyses to the External Review Team for review. The External Review Team evaluates the quality of the administration of the surveys by institution, survey results, and the degree to which the institution analyzed and acted on the results.

Evaluative Criteria	Review Team Score
Questionnaire Administration	2.56
Stakeholder Feedback Results and Analysis	2.78

## Findings

### Improvement Priority

Indicator 1.2 - Cultivate a culture where leadership and staff are committed to and accountable for a set of shared values and beliefs that are grounded in high expectations and include the development, implementation, and monitoring of challenging educational programs, equitable learning experiences, and authentic student engagement for all students.

(Indicators 1.2)

#### Evidence and Rationale

##### Student Performance Data:

Student performance data indicates a significant increase in the percentage of students scoring at the novice level on End-of-Course assessments in reading, mathematics, and science between 2012-13 and 2013-14. This data suggests that Fleming County High School has not been effective in implementing an instructional system that ensures mastery of content area standards. There has been a concerted effort to improve College and Career Readiness, resulting in substantial improvements in this area. However, this effort has not been replicated to yield similar results in all assessment areas.

##### Classroom Observation Data:

Observations did not reveal a culture of high expectations in classrooms, as evidenced by a lack of rigorous instruction. Data indicates that students are not challenged or actively engaged in authentic learning activities. Walkthrough data indicated that active engagement in learning activities was evident/very evident in only 37 percent of classrooms. Students being asked to respond to questions requiring higher order thinking were evident in just 22 percent of classrooms.

##### Stakeholder Survey Data:

Fifty-nine percent of parents agree/strongly agree with the statement, "All of my child's teachers give work that

challenges my child.” Fifty-four percent of students agree/strongly agree with the statement, “In my school, a high quality of education is offered.” Fifty-eight 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.”

#### Stakeholder Interviews:

In stakeholder interviews, teachers and administrators indicated that while a Professional Learning Community protocol has been established, not all PLCs are functioning at a level that fosters a school wide culture of high expectations for all students. Teacher interviews indicate that many initiatives have been introduced by school or district administration (e.g., standards based grading, Professional Learning Communities, trimester scheduling, PRIDE period, Engage New York), but few are fully implemented, monitored, or fully supported by the necessary resources or professional development to ensure success. Student interviews revealed a lack of consistency in rigorous instruction from teacher to teacher.

#### Documents and Artifacts:

Artifacts and documents reviewed by the Diagnostic Review Team included the school and district eleot™ walkthrough data, district and school webpages, Mark’s Memos, district and school vision and mission statements, Comprehensive School and District Improvement Plans, 30-60-90 day plans, Professional Learning Community documents, school policies, and stakeholder feedback data. Although a significant amount of work has been completed at Fleming County High School, these efforts have not translated into a sustained culture of trust and high expectations designed to meet students’ individual needs.

### **Improvement Priority**

Indicator 5.2 - Develop, consistently implement, and support the use of systematic processes to document the collection, analysis and use of data to improve student achievement and school effectiveness including the conditions that support learning, (e.g., the use of comparison or trend data to make instructional decisions, the effective use of available technology, effectiveness of instructional strategies developed and implemented by members of professional learning communities).

(Indicators 5.2)

#### Evidence and Rationale

##### Student Performance Data:

As detailed in the addendum to this report, student performance data does not suggest that the Fleming County High School’s processes for improvement planning are effective in improving student achievement. While the school has been highly successful in improving its graduation rate and College and Career Readiness, improvement in the core academic program is minimal. Further, student performance in all academic areas of the K-PREP, PLAN, and ACT assessments is below state averages for these assessments. The only performance gap delivery target met by Fleming County High School was in social studies.

**Stakeholder Survey Data:**

Sixty-eight percent of staff indicated that they agree/strongly agree with the statement, “Our school has a systematic process for collecting, analyzing, and using data.” Review of documents and artifacts as well as interviews did not indicate that the school’s professional and support staff use systematic processes and procedures for collecting, analyzing, and applying learning from all data sources in a comprehensive or cohesive manner.

**Stakeholder Interviews:**

Staff and administrator interviews suggested that professional learning communities are in place and processes for collecting and analyzing data have been monitored more closely this year. However, stakeholders were not able to provide verifiable evidence or specific examples that all school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.

**Review of Documents and Artifacts:**

The school has provided an improvement planning document that includes goals and strategies for improvement in the core academic program. However, there is no evidence of other documentation regarding systematic processes through which professional and support staff continuously collect, analyze, and apply learning from formative and summative assessment data to improve student learning, instruction, the effectiveness of programs, and organizational conditions.

## Resource Utilization

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

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

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

### Standard 4 - Resources and Support Systems

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

Indicator	Description	Review Team Score
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	2.00
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	2.00
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	1.89
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	2.00
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	1.78
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	2.00

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

# Conclusion

The school's current Self-Assessment identifies seven Improvement Priorities. It is the goal of the Diagnostic Review Team to focus the school's efforts on areas that most impact student learning.

Although Fleming County High School has received abundant training, resources, and support from the Kentucky Department of Education over a multi-year period, there is limited evidence of systemic continuous improvement. Not all stakeholders, including teachers, are moving in the same direction. The Professional Learning Community process is in its infancy and teachers now have the ability to discuss strategic initiatives through this avenue. A solid, district-wide curriculum is the foundation to moving forward. However, it is not apparent that this type of curriculum exists at Fleming County High School.

Student performance data suggest that the school has not been effective in implementing an instructional system that ensures mastery of content area standards. There has been a concerted effort to improve career readiness, resulting in substantial improvements. However, as reflected in student achievement results, similar efforts has not been replicated in the core academic program.

As detailed in the attachments to this report, student performance data does not suggest that Fleming County High School's processes for improvement planning are effective in improving student achievement or increasing the number of students who are meeting learning expectations. While the school has been highly successful in improving graduation rates and its College and Career Readiness index, there has been minimal improvement in the core academic program. Furthermore, student performance in all academic disciplines does not compare favorably with state averages on K-PREP, PLAN, and ACT assessments. Fleming County High School has not been successful in meeting performance and gap delivery targets in any academic area except social studies.

Teacher interviews and classroom observations did not substantiate the use of instructional strategies that are recommended for improved student learning. Furthermore, there was limited evidence to show that school leaders use evaluation procedures to monitor instructional practices and to ensure teaching of the approved curriculum.

The following Improvement Priorities are based on the Diagnostic Review Team's analysis and are 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:

- Indicator 1.2 - Cultivate a culture where leadership and staff are committed to and accountable for a set of shared values and beliefs that are grounded in high expectations and include the development, implementation, and monitoring of challenging educational programs, equitable learning experiences,

and authentic student engagement for all students.

- Indicator 3.12 - Use data to develop an effective system to identify and provide support services for student support services (e.g., students with high abilities, students who are at risk of failing). Equip staff with strategies and resources to address the unique learning needs and multiple intelligences of students.
- Indicator 3.2 - Develop and implement a systemic, collaborative process by which curriculum, instruction, and assessments are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. Align curriculum vertically and horizontally as well as with the school's purpose.
- Indicator 3.3 - Increase cognitive engagement in students by using effective bell-to-bell instructional practices that ensure achievement of learning expectations congruent to content standards. Increase student engagement by implementing strategies such as collaboration, self-reflection, authentic application of skills, integration of content and skills, and use of technologies as instructional resources and tools.
- Indicator 3.4 - Develop effective processes and procedures for formally and consistently monitoring and supporting improvement in instructional practices of teachers beyond the classroom to ensure student success. Develop effective practices to monitor and support instructional practices to ensure the teaching of the approved curriculum and to ensure teachers are engaged with students in the oversight of their learning.
- Indicator 3.6 - Implement and monitor a school-wide instructional process that ensures teachers consistently inform students about standards of performance, while utilizing exemplars of high quality work and formative assessments to guide modification of instruction.
- Indicator 5.2 - Develop, consistently implement, and support the use of systematic processes to document the collection, analysis and use of data to improve student achievement and school effectiveness including the conditions that support learning, (e.g., the use of comparison or trend data to make instructional decisions, the effective use of available technology, effectiveness of instructional strategies developed and implemented by members of professional learning communities).

# Addenda

## Team Roster

Member	Brief Biography
Dr. Daniel Sybrant	Dr. Sybrant has served as an educator for 33 years. During this time, he served as a public school teacher, elementary principal, high school principal and 19 years as a public school superintendent. He currently holds the position of Director of Public School System Accreditation for AdvancED and also serves as the Montana Director for AdvancED/NWAC. He obtained a Bachelor of Music degree from the University of Nebraska Omaha in 1980, a Masters of Education degree from Montana State University in 1986 and Doctorate of Education from Montana State University in 2012.
Ms. Leesa K. Moman	Leesa Moman is an Educational Recovery Director with the Kentucky Department of Education (KDE) monitoring improvement in low performing schools. Her previous work included positions as a Highly Skilled Educator and Educational Recovery Leader for KDE. Leesa also has work experiences in Daviess County Schools as a special education teacher, special education consultant, principal, director of special education and assistant superintendent. She currently serves as an adjunct professor at Western Kentucky University.
Mrs. Shannon Lampley Coyle	Shannon Coyle is currently serving in her eighth year as an Education Recovery Specialist with the Kentucky Department of Education. She has served as a middle and high school English teacher for North Oldham MS and Trimble County HS, a School Achievement Advocate for Shelby County Public Schools, and a Highly Skilled Educator for the Kentucky Department of Education.
Ms. Kathy Evanko	Kathy Evanko is currently serving as an Educational Recovery Leader for the Kentucky Department of Education. Kathy has served as a high school science teacher, high school assistant principal, Region One Service Center consultant and Highly Skilled Educator. Kathy was a National Board Certified Teacher from November 2003 to November 2013. She has been awarded the Certified School Improvement Specialist designation by The Institute for Performance Improvement.
Mr. Randall David Pepper	Randall "Randy" Pepper is currently Director of Innovation and School Improvement for Secondary Schools in Fayette County. Randy has served as a high school mathematics teacher, high school assistant principal, and high school principal for Greenup County Schools, Highly Skilled Educator for the Kentucky Department of Education, Assistant Superintendent and Chief Academic Officer for Madison County Schools, and Education Recovery Leader for the Kentucky Department of Education.
Natalie Redman	Serving in education for seventeen years, Ms. Redman is currently an Educational Recovery Specialist for the Kentucky Department of Education. As a literacy specialist, Ms. Redman supports teachers and administrators in Priority Schools. Prior to the role as an Education Recovery Specialist, Ms. Redman taught both middle and high school English/ Language Arts. Currently, Ms. Redman is completing an Ed.D. in Educational Administration and Leadership at the University of Louisville.

Member	Brief Biography
<p>Dr. Maria D. Sells</p>	<p>Dr. Maria Sells is currently the Associate Director of Education Improvement for the AdvancED Innovation Division. In this role, her primary responsibility is to support the Indiana Department of Education/AdvancED School Improvement Partnership which serves K-12 schools throughout the State of Indiana.</p> <p>Prior to working with AdvancED, Dr. Sells was the Assistant Superintendent for New Castle Community School Corporation in New Castle, Indiana. Her experiences as a central office and building level administrator in Indiana include elementary, middle, and high schools in both rural and urban settings. Her administrative experiences also include leading programs in general, adult, correctional, vocational, and special education.</p> <p>Dr. Sells completed her Ph.D. in Education Administration at Indiana State University and holds administrative licensure for Superintendent, Elementary Education, Secondary Education, and Director of Special Education.</p> <p>In addition, Dr. Sells has experience as an adjunct professor in the School of Education Leadership at Indiana Wesleyan University. In this role, she has taught online and hybrid courses covering curriculum development, action research, school culture, resource management, and principal preparation internships.</p>
<p>Tyler Stevens</p>	<p>Tyler Stevens is an educational recovery specialist (ERS) with the Kentucky Department of Education. Tyler taught English at Fern Creek High School when the school was identified as a cohort one priority school. After the school was identified as a priority school, Tyler served as the school's literacy lead and language arts PLC facilitator. Tyler has served as an ERS at Fern Creek High School, Myers Middle School, and currently serves Olmsted Academy North Middle School in Louisville.</p>
<p>Mike York</p>	<p>Mr. York has been involved in public education for 25 years in multiple school, district and state capacities in Kentucky as well as for the US Department of Defense in London, England. He has served as a classroom math and science teacher in both middle and high school, district achievement coach, district technology integration specialist, and as an effectiveness coach at the state department of education. He is certified in math, chemistry, physics in high school and math and general science at the middle school level. He earned A.S and B.S. degrees at Eastern Kentucky University, and M.Ed. at Oxford Brookes University, England and a Rank 1 Certification at University of Louisville.</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 High School.

Improvement Priority 1

3.3 Develop and deploy monitoring and coaching processes that oversee that teachers are engaging students in their learning through instructional strategies that ensure achievement of learning expectations.	<b>School Evaluation</b>	<b>Team Evaluation</b>
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

<b>Relevant Indicator(s)</b>	<b>2014-15 School Rating</b>	<b>2014-15 Team Rating</b>
3.3 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2	1.11

<p>School Evidence:</p> <ul style="list-style-type: none"> <li>▪ FCHS Leadership Diagnostic Weekly Monitoring Document</li> <li>▪ FCHS Continuous Improvement PDSA</li> <li>▪ Teacher Toolkit (Formative Assessments, Kagan Strategies, and Literacy Strategies)</li> <li>▪ Professional Development Supporting Teacher Toolkit</li> <li>▪ Certified Evaluation Plan</li> <li>▪ ELEOT Instructional Rounds</li> <li>▪ Sample Formal and Informal Evaluations</li> <li>▪ District Professional Development Plan (Differentiated)</li> <li>▪ Lesson Plan Guidelines and Template</li> <li>▪ Teacher Monitoring Checklist</li> <li>▪ Advance Ed Surveys</li> </ul>
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School Supporting Rationale:

### **FCHS Leadership Diagnostic Weekly Monitoring Document**

The 2014 Leadership Diagnostic Review process resulted in 18 Improvement Priorities, four identified deficiencies which had no implementation, and two identified deficiencies with limited or partial implementation. Documentation of progress relative to the Improvement Priorities and deficiencies was critical in preparing for the 2015 Diagnostic Review. All deficiencies, Improvement Priorities, and Opportunities for Improvement were discussed with the school board, incorporated into the CSIP/CDIP, and resulted in a 30-60-90 day plan for addressing the issues. PDSA(s) were created with the school leadership team for the purpose of focusing and monitoring. A communication plan was created to address the Improvement Priorities and deficiencies with all stakeholders. Evidence of this communication plan and evidence of School Board involvement in addressing the Improvement Priorities and deficiencies was provided on each reporting date. The documents found in the link below serve to monitor and adjust the improvement process every two weeks.

<http://www.fleming.kyschools.us/1/Content2/20268>

### **FCHS Continuous Improvement PDSA: Effective Instructional Practices to Engage Students: Three School-wide Improvement Priorities (Formative Assessments, Student Engagement and Literacy Across the Curriculum)**

These strategies were determined from school-level walkthrough data needs identified during the 2013-14 school year. The Leadership Team developed a bank of instructional strategies for teachers (the ER team and teacher leaders have been trained in Strategies that Work). We focused on Formative Assessments (Reference Guide chosen), Engagement (Kagan Strategies), and Literacy Strategies (Janet Allen). We developed a communication/rollout plan for distribution of the three strategies and provided professional development for all teachers. On opening day, each teacher was provided with a toolkit and training on effective strategies for Student Engagement, Formative Assessments, and Literacy Across the Curriculum. Additional professional development on Effective Instructional Practices was provided by the English Department after school following the first trimester and ELEOT Observation rounds.

### **Certified Evaluation Plan**

The purpose of the evaluation plan is to improve instruction, curriculum, assessment, and other professional responsibilities. The principal or designee is primarily responsible for evaluating teachers. Non-tenured teachers will be evaluated yearly and tenured teachers will be evaluated at least every three years following the requirement of the TPGES system. The CEP has allowed opportunities for instructional coaching to take place between peers and administration. Many improvement plans, as well as ICAPS as necessary, have been implemented to improve the quality of instruction.

### **ELEOT Instructional Rounds**

The main purpose of ELEOT instructional rounds is not to provide feedback to the teacher being observed. This process is not evaluative. Rather, it is used to gather information about the effectiveness of the learning environment across all contents at FCHS. The staff has been trained in the use of the Danielson Framework for Teaching (Domains 2 and 3), the walkthrough process, and the ELEOT

instrument. The administration and ER staff have been conducting walkthrough observations and providing quality feedback to the teachers in an effort to improve instructional efforts across the building. We want to build instructional equity from classroom to classroom. Each month we debrief with the staff to compare data from month to month and recognize celebrations and areas for school improvement. For the 2015-16 school year, ELEOT will continue to be utilized, but we will need to sustain the walkthrough process without the help of the ER staff. Therefore, FCHS will use the Leadership Team (administration and teacher leaders) to conduct 2015-16 ELEOT walkthroughs.

### **Lesson Plan Guidelines and Template**

The teachers created all units and lessons in CIITS. Each unit included the following:

- Standards to be covered
- Learning Targets
- Teacher Toolkit (Literacy Strategies, Cooperative Strategies, and Formative Assessments)
- At least two possible activities for extension/re-teaching if needed
- Program Review connection if applicable

All teachers (regular education and special education) submitted unit plans in CIITS, which included filling in the first three tabs. Lesson plans for the following week of instruction were due in CIITS for all regular education teachers by 6:00 p.m. on Thursday of the previous week. Special education teachers posted modifications in CIITS and to regular education teachers by 8:00 a.m. Monday morning for that week's instruction. Special education teachers showed modifications in red on the regular education teacher's five day lesson plan. The principal created a monitoring checklist to track lesson plans each month.

### **Teacher Monitoring Checklist Excel Spreadsheet**

A monitoring tool was created around the four domains of PGES and instructional non-negotiables determined by the staff. The monitoring document is completed each month by the principal. The checklist was created for the purpose of improving the quality of instruction and holding all staff accountable to the non-negotiables they established. A "Classroom of Distinction" checklist was also created to provide feedback to the teachers after each observation.

### **Next Steps**

FCHS implemented evidence-based strategies such as Kagan, Marzano, and Allen. The administration and teacher leaders will continue to monitor the effectiveness of the identified key strategies through ELEOT walkthroughs and PLC data needs. The administration and teacher leaders will provide professional learning in content PLCs or faculty meetings as needed to improve the quality of instruction. Instructional Coaching professional development will be provided to the Leadership Team.

The PGES (CEP) will be more focused and used as an instructional coaching tool next year. More professional development with PGES and Instructional Coaching for Peer Observers will be provided and implemented to move from PGES compliance to a formal coaching program for the school.

Team Evidence:

- Stakeholder surveys
- Stakeholder interviews
- Review of documents and artifacts including Quarterly Reports and Self-Assessment
- Classroom observation data ( eleot™)
- Interim Assessment Data from Quarterly Reports

Team Supporting Rationale:

Review of evidence indicates that the school has developed an instructional monitoring framework relying on the use of eleot™ instructional rounds and the school’s instructional non-negotiable checklist. The extent to which this framework has been consistently implemented, has provided a systematic approach to coaching, or is effective in providing teachers with feedback focused on improving professional practice is not apparent based on documentation, interviews, and classroom observation data. As detailed previously in this report and summarized below, observation data shows a consistent decline in the quality of the learning environments observed in March 2015 in comparison to classroom observation data collected in March 2014.

**Fleming County High School eleot™ Data Comparison**

<b>Learning Environments</b>	<b>eleot™ data from observations conducted in March 2015</b>	<b>eleot™ data from observations conducted in March 2014</b>
Equitable Learning	2.06	2.20
High Expectations	1.90	2.10
Supportive Learning	2.07	2.40
Active Learning	2.11	2.40
Progress Monitoring	1.87	2.30
Well- Managed	2.35	2.70
Digital Learning	1.40	1.40

Of particular concern is that the overall rating for the Active Learning Environment declined from 2.40 on a 4 point scale in 2014 to 2.11 on a 4 point scale in 2015. Based on data collected in March 2015, instances in which students were actively engaged in learning activities were evident/very evident in only 35 percent of classrooms, suggesting that current supervision, monitoring/feedback, and support strategies are not effective in improving student engagement.

Interim assessment outcomes as reflected in the Fleming County High School March Quarterly Report for the Case 21 (ACT-Predictor), Case 21 (EOC-Predictor), and MAP (Measures of Academic Progress) do not suggest improvement in the level of student engagement that will ensure achievement of learning expectations. 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 the ACT predictor test, the mathematics data from MAP does not reflect any improvement since the beginning of the 2014-15 school year. As compared to the initial administration of the assessment in the first trimester, MAP assessment data collected in the second trimester of the current school year declined in 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade math, reading, and language usage.

Student performance data identified in the Fleming County High School Report Card and detailed in the addendum to this report indicate that:

- The school did not meet its annual measurable objective (AMO) during the 2013-2014 school year, although it did meet its College and Career Readiness goal and Graduation Delivery Targets.
- The percentage of students scoring at proficient and distinguished levels on the English II, Algebra II, and biology End-of-Course (EOC) assessments decreased between the 2011-12 and 2013-14 school years.
- The percentage of students performing at proficient and distinguished levels on the U.S. History EOC assessment increased each year between the 2011-12 and 2013-14 academic years. However, the percentage of students scoring at proficient and distinguished levels on the U.S. History EOC was below the average percentage of students scoring at proficient and distinguished levels state wide.
- The school did not meet its gap delivery targets or proficiency targets in reading, math, science, and writing accountability assessments in 2013-14. However, performance in social studies significantly exceeded both the proficiency and gap targets.
- Although the school’s average ACT scores in English, math, reading, and science increased between the 2011-12 and 2013-14 school years, the school’s average ACT scores in English, math, reading, and science were below the state average during those same academic years.
- The school’s PLAN scores declined significantly in English, math, reading, and science from 2012-13 to 2013-14. PLAN scores were below state averages in all content areas from 2011-12 to 2013-14.

The assessment results detailed in this addendum do not indicate that school leaders have been effective in establishing an academic environment in which students are engaged in their learning through instructional strategies that ensure the achievement of learning expectations.

Improvement Priority 2

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

Relevant Indicator(s)	2014-15 School Rating	2014-15 Team Rating
3.4 School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2	1.00

School Evidence:

- FCHS Leadership Diagnostic Weekly Monitoring Document
- Professional Code of Ethics for Certified School Personnel
- Certified Evaluation Plan
- Fleming County Schools Instructional Framework
- ELEOT Instructional Rounds
- District Leadership Team Walkthrough Data
- Professional Development Plan
- Sample Formal and Informal Evaluation
- FCHS PLC Continuous Improvement Protocol
- Teacher Monitoring Checklist Excel Spreadsheet
- PGES Observation Calendar
- Classroom of Distinction Sheet
- Curriculum Maps and Pacing Guides
- Peer or Mentoring Opportunities
- Mark's Memo
- Gear Up Report
- Sample Data Walls
- Sample PDSAs
- Corrective Action Plans
- Effective Grading Practices
- Program Review Process

School Comments:

**FCHS Leadership Diagnostic Weekly Monitoring Document**

The 2014 Leadership Diagnostic Review process resulted in 18 Improvement Priorities, four identified deficiencies which had no implementation, and two identified deficiencies with limited or partial implementation. Documentation of progress relative to the Improvement Priorities and deficiencies was critical in preparing for the 2015 Diagnostic Review. All deficiencies, Improvement Priorities, and Opportunities for Improvement were discussed with the school board, incorporated into the CSIP/CDIP, and resulted in a 30-60-90 day plan for addressing the issues. PDSA(s) were created with the school leadership team for the purpose of focusing and monitoring. A communication plan was created to address the Improvement Priorities and deficiencies with all stakeholders. Evidence of this communication plan and evidence of School Board involvement in addressing the Improvement Priorities and deficiencies was provided on each reporting date. The documents found in the link below

serve to monitor and adjust the improvement process every two weeks.

### **Certified Evaluation Plan**

The purpose of the evaluation plan is to improve instruction, curriculum, assessment, and other professional responsibilities. The principal or designee is primarily responsible for evaluating teachers. Non-tenured teachers will be evaluated yearly and tenured teachers will be evaluated at least every three years following the requirement of the TPGES system. The CEP has allowed opportunities for instructional coaching to take place between peers and administration. Many improvement plans, as well as ICAPS as necessary, have been implemented to improve the quality of instruction.

### **ELEOT Instructional Rounds**

The main purpose of ELEOT instructional rounds is not to provide feedback to the teacher being observed. This process is not evaluative. Rather, it is used to gather information about the effectiveness of the learning environment across all contents at FCHS. The staff has been trained in the use of the Danielson Framework for Teaching (Domains 2 and 3), the walkthrough process, and the ELEOT instrument. The administration and ER staff have been conducting walkthrough observations and providing quality feedback to the teachers in an effort to improve instructional efforts across the building. We want to build instructional equity from classroom to classroom. Each month we debrief with the staff to compare data from month to month and recognize celebrations and areas for school improvement. For the 2015-16 school year, ELEOT will continue to be utilized, but we will need to sustain the walkthrough process without the help of the ER staff. Therefore, FCHS will use the Leadership Team (administration and teacher leaders) to conduct 2015-16 ELEOT walkthroughs.

### **Program Review Policy and Procedures**

Data collection for all program reviews began immediately upon the start of the 2014-15 school year. All teachers submitted program review documentation electronically via email on or before the 20<sup>th</sup> of each month. A link was provided to an external hard drive containing folders for World Language Program Review evidence, Arts and Humanities Program Review evidence, Practical Living and Vocational Studies Program Review evidence, and Writing Program Review evidence. Each month, every teacher uploaded evidence to each of the four program reviews for at least one demonstrator and identified in the teacher's lesson plans when appropriate. Evidence was submitted into folders and subfolders for each standard and demonstrator of the four program reviews. A committee was formed for each program review. The responsibility of the committee is to monitor and store evidence submitted in their secure folders.

### **Fleming County Schools Instructional Framework**

This framework is designed to ensure that every child, in every classroom, has access to a high-quality educational program in a safe and engaging learning environment. The framework serves as the guide for developing a common language and shared understanding, classroom instruction, professional learning, observation, self-assessment and reflection on practice, and structured professional dialogue in our district.

### **FCHS PLC Continuous Improvement Protocol**

- PLC Protocol implementing the three week Plan, Do, Study, Act continuous improvement process
- PLCs are scheduled on Tuesday of each week during planning time.
- All teachers with administrative support in all PLC meetings
- Teachers participate in collaborative learning communities to improve instruction and student learning.
- Teachers systematically use the school's instructional process to clearly inform students of learning expectations and standards of performance.
- Teachers participate in a continuous program of professional learning.
- Provides and coordinates a layer of learning support services to meet the unique learning needs of students
- The PLC protocol is aligned to FC's continuous classroom improvement PDSA process.
- The alignment of the classroom and PLC PDSA protocol provides teachers and administrators a seamless process to monitor and adjust curriculum, instruction, and assessment systematically in response to data from common assessments of student learning and examination of professional practice.
- The principal will schedule the discussion leaders each week to share data and action plans from the Study/Act (data analysis) using the PLC checklist.
- All teachers will complete the first and second week of the PLC protocol (Plan and Do) by collaboratively (formally/informally) developing the instructional unit.

#### **Teacher Monitoring Checklist Excel Spreadsheet**

A monitoring tool was created around the four domains of PGES and instructional non-negotiables determined by the staff. The monitoring document is completed each month by the principal. The checklist was created for the purpose of improving the quality of instruction and holding all staff accountable to the non-negotiables they established. A "Classroom of Distinction" checklist was also created to provide feedback to the teachers after each observation.

#### **PGES Observation Calendar**

Includes observation schedules, enduring skills, student growth goals, self-reflection, and professional growth plans. The purpose of the calendar is to keep all staff informed of the PGES requirements and dates.

#### **Mark's Memo**

The Fleming County High School principal sends an email to his staff every Friday with an attached calendar of events for the month and a brief explanation of instructional activities and events for the upcoming week.

#### **Effective Grading Practices**

Fleming County High School staff will encourage continuous and meaningful communication with all parents about their student's academic goals and progress by implementing the following effective grading practices.

- All grades will be posted by 8 A.M. every Monday morning.

- At least two grades will be posted each week. It may be two formative or a summative and formative.
- Teachers who have a student with a 1 or F on a posted summative assessment will contact the parent/guardian within three days of the assessment.
- The Infinite Campus grade book must be parent-friendly. Parents are not familiar with acronyms or abbreviations in our grade books. Please type in the learning target or standard.

As professional educators, we know the most effective grading practices provide accurate, specific, and timely feedback designed to improve student performance.

Consequences for not following grading practices:

1st offense: Warning

2nd offense: Written Reprimand

3rd offense: Short-Term (30 Days) Corrective Action Plan

Team Evidence:

- Stakeholder surveys
- Stakeholder interviews
- Review of documents and artifacts including Quarterly Reports, Self-Assessment
- Classroom observation data (eleot)
- Interim Assessment Data from Quarterly Reports
- Principal's presentation

Team Comments:

Documentation and interviews reveal that Fleming County High School created a Teacher Toolkit of instructional strategies targeting student engagement, formative assessment, and literacy across the curriculum that was provided to teachers at the beginning of the school year. Stakeholder interviews and the principal's presentation did not confirm that the school provided professional development to ensure fidelity of implementation of these strategies or that a monitoring process was consistently implemented that provided teachers with instructive feedback. The professional learning community framework is new to the school this year. Based on interviews, documentation, and classroom observation data, it is not apparent whether PLCs and implementation of Teacher Toolkit strategies have contributed to greater use of highly effective instructional strategies.

Classroom observations, interviews, and review of documents and artifacts do not suggest consistent monitoring of instructional effectiveness through direct classroom observations throughout the current school year. Similarly, consistent monitoring of lesson or unit plans in the Continuous Instructional Improvement Technology System (CIITS) is not evident, though teachers are expected to regularly enter lesson plans into the CIITS system. The manners in which interim assessments are administered, how the data from these assessments is used at the classroom level, and the degree to which the school administration is monitoring these results is not clear.

As detailed earlier in this report, classroom observation data indicates varying levels of effectiveness across the school and does not suggest that all students have access to challenging and equitable learning experiences that will prepare them for next level success. For example, it was evident/very evident that students were provided with differentiated learning opportunities and activities that met their needs in only 33 percent of classrooms. Observers detected no evidence of differentiation in 48 percent of classrooms. Instances in which observers detected the use of questioning to probe for student understanding of content were very limited. For example, it was evident/very evident in only 15 percent of classrooms that students were asked and/or quizzed about individual progress/learning, a common formative assessment practice. As previously stated, eleot™ observations ratings overall were significantly lower in 2015 than they were in 2014.

As discussed previously in this addendum, interim assessment data does not suggest improvement in the number of students meeting learning expectations as a result of the more consistent use of highly effective instructional practices. Additionally, the school’s state accountability performance data does not suggest consistent improvement in the number of students meeting learning expectations as a result of the systematic use of highly effective and engaging instructional strategies.

Survey data does not suggest that the school has been effective in establishing monitoring and support practices that ensure student success. Surveys suggest that while the staff generally agrees that school leadership regularly evaluates teachers, there is not broad agreement that supervisory feedback is used. 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.” However, only 65 percent of staff agree/strongly agree with the statement, “Our school’s leaders ensure all staff members use supervisory feedback to improve student learning.” Of particular concern is that only 49 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.”

Student survey results do not suggest that the school has established effective monitoring procedures that ensure the use of highly effective instructional practices. For example, only 57 percent of students indicated that they 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.”

Improvement Priority 3

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

Relevant Indicator(s)	2014-15 School Rating	2014-15 Team Rating
3.5 Teachers participate in collaborative learning communities to improve instruction and student learning.	2 (Fall) 3 (Spring)	2

<p>School Evidence:</p> <ul style="list-style-type: none"> <li>▪ FCHS Leadership Diagnostic Weekly Monitoring Document</li> <li>▪ FCHS PLC Continuous Improvement Protocol</li> <li>▪ Sample PLC Plus/Delta</li> <li>▪ Department Improvement (30-60-90) Plans</li> <li>▪ Leadership Team</li> <li>▪ Admin Team</li> <li>▪ Faculty Meeting Agenda and Plus/Delta</li> <li>▪ ILP Process and Procedures</li> <li>▪ Mark’s Memo/Monthly Calendars</li> <li>▪ Adoption of new curricula by English, math, and science departments</li> </ul>
<p>School Supporting Rationale:</p> <p><b>FCHS Leadership Diagnostic Weekly Monitoring Document</b></p> <p>The 2014 Leadership Diagnostic Review process resulted in 18 Improvement Priorities, four identified deficiencies which had no implementation, and two identified deficiencies with limited or partial implementation. Documentation of progress relative to the Improvement Priorities and deficiencies was critical in preparing for the 2015 Diagnostic Review. All deficiencies, Improvement Priorities, and Opportunities for Improvement were discussed with the school board, incorporated into the CSIP/CDIP, and resulted in a 30-60-90 day plan for addressing the issues. PDSA(s) were created with the school leadership team for the purpose of focusing and monitoring. A communication plan was created to address the Improvement Priorities and deficiencies with all stakeholders. Evidence of this communication plan and evidence of School Board involvement in addressing the Improvement Priorities and deficiencies was provided on each reporting date. The documents found in the link below serve to monitor and adjust the improvement process every two weeks.</p> <p><b>FCHS PLC Continuous Improvement Protocol</b></p> <ul style="list-style-type: none"> <li>▪ PLC Protocol implementing the three week Plan, Do, Study, Act continuous improvement process</li> <li>▪ PLCs are scheduled on Tuesday of each week during planning time.</li> </ul>

- All teachers with administrative support in all PLC meetings
- Teachers participate in collaborative learning communities to improve instruction and student learning.
- Teachers systematically use the school's instructional process to clearly inform students of learning expectations and standards of performance.
- Teachers participate in a continuous program of professional learning.
- Provides and coordinates a layer of learning support services to meet the unique learning needs of students
- The PLC protocol is aligned to FC's continuous classroom improvement PDSA process.
- The alignment of the classroom and PLC PDSA protocol provides teachers and administrators a seamless process to monitor and adjust curriculum, instruction, and assessment systematically in response to data from common assessments of student learning and examination of professional practice.
- The principal will schedule the discussion leaders each week to share data and action plans from the Study/Act (data analysis) using the PLC checklist.
- All teachers will complete the first and second week of the PLC protocol (Plan and Do) by collaboratively (formally/informally) developing the instructional unit.

**Department Improvement (30-60-90) Plans**

Social Studies, science, math, and English teachers develop next steps based on data presented during PLCs. The next steps are put in a 30-60-90 day plan and monitored and adjusted weekly.

**Leadership Team**

Teacher leaders and administrators collaborate toward school improvement in this team.

**Admin Meeting**

Admin Meetings take place every Monday and rotate through all six periods. This allows all teachers the opportunity to attend and be a part of the planning process for FCHS. Admin Meetings are scheduled in the monthly calendars.

**Mark's Memo**

The principal sends an email to his staff every Friday with an attached calendar of events for the month and a brief explanation of instructional activities and events for the upcoming week.

**Adoption of New Curricula by English, Math, and Science Departments**

The Fleming County High School English department adopted and implemented Engage NY at the beginning of the second trimester (November 2014).

**Engage NY**

English 9: <https://www.engageny.org/resource/grade-9-english-language-arts>

English 10: <https://www.engageny.org/resource/grade-10-english-language-arts>

English 11: <https://www.engageny.org/resource/grade-11-english-language-arts>

English 12: <https://www.engageny.org/resource/grade-12-english-language-arts>

The FCHS Math department adopted and implemented Engage NY November 2014.

Algebra I: <https://www.engageny.org/resource/high-school-algebra-i>

Geometry: <https://www.engageny.org/resource/high-school-geometry>

The FCHS and Simons Middle School Science Departments adopted and began implementation of STEMscopes January 2015.

#### STEMscopes

Science: STEMscopes: <http://acceleratelearning.com/home.php>

On December 9-10, 2014, all of the 7-12 science teachers in the district (along with their principals and the district Instructional Supervisor) gathered for a presentation from a STEMscopes representative and to practice and plan for the second half of the school year.

#### Next Steps:

Several teachers in different schools were already using EngageNY, resulting in high student achievement scores on the KY state assessments. Classroom observations and benchmark data at Fleming County High School demonstrate an increase in student proficiency in Algebra I and English 10. We will continue to use EngageNY. It is aligned to the common core and provides an all-in-one curriculum for teachers. Furthermore, the curriculum is mapped out by lesson, is rigorous, and is vertically aligned. This vertical alignment allows the district to focus on the gaps in student learning that have occurred over the years, resulting in low student achievement at the high school level. One of the many requests that high school teachers indicated was the need for a vertically aligned curriculum. Utilizing a common curriculum also allows for common planning among teachers – a key component in professional learning communities. In addition to EngageNY, high school science teachers have begun using STEMScopes, which is a common curriculum in science. Similar to EngageNY, STEMScopes provides science teachers with a rigorous curriculum, separated by lessons, that includes engaging, higher order student exercises and activities. The major focus for 2015-2016 is to continue to implement and monitor EngageNY and STEMScopes across the core classes and provide benchmark assessments in all core subjects.

#### Team Evidence:

- Stakeholder survey data
- Stakeholder interviews
- Review of documents and artifacts provided by the school
- PLC binders
- Classroom observation data
- Student performance data

#### Team Supporting Rationale:

The Diagnostic Review Team concurs that the school has implemented a framework for Professional Learning Communities across the school that includes:

- 1) Regular meetings attended by the principal
- 2) Use of a Plan, Do, Study, Act (PDSA) framework for analysis of student work and performance
- 3) Support through professional development provided by KDE Educational Recovery Staff.

While there are some protocols and processes for continuous improvement that appear to be used by PLCs, there is little evidence to suggest that a connection exists between the Professional Learning Communities and improved instructional practice based on classroom observations, interim assessment results, observations of PLC meetings, and stakeholder interviews.

Improvement Priority 4

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

Relevant Indicator(s)	2014-15 School Rating	2014-15 Team Rating
3.6 Teachers implement the school’s instructional process in support of student learning.	2	1.22

School Evidence:

- FCHS Leadership Diagnostic Weekly Monitoring Document
- PDSA – Continuous Improvement Protocol
- Teacher Toolkit
- Classroom Vision and Non Negotiables
- Classroom of Distinction Check Sheet
- Lesson Plan Guidelines and Template
- Sample Lesson Plans
- PGES Calendar

- Sample Enduring Skill and Student Growth Goal
- FCHS PLC Continuous Improvement Protocol
- RTI Model
- Sample Pride (Intervention) Plans

School Supporting Rationale:

#### **FCHS Leadership Diagnostic Weekly Monitoring Document**

The 2014 Leadership Diagnostic Review process resulted in 18 Improvement Priorities, four identified deficiencies which had no implementation, and two identified deficiencies with limited or partial implementation. Documentation of progress relative to the Improvement Priorities and deficiencies was critical in preparing for the 2015 Diagnostic Review. All deficiencies, Improvement Priorities, and Opportunities for Improvement were discussed with the school board, incorporated into the CSIP/CDIP, and resulted in a 30-60-90 day plan for addressing the issues. PDSA(s) were created with the school leadership team for the purpose of focusing and monitoring. A communication plan was created to address the Improvement Priorities and deficiencies with all stakeholders. Evidence of this communication plan and evidence of School Board involvement in addressing the Improvement Priorities and deficiencies was provided on each reporting date. The documents found in the link below serve to monitor and adjust the improvement process every two weeks.

<http://www.fleming.kyschools.us/1/Content2/20268>

#### **FCHS PLC Continuous Improvement Protocol**

- PLC Protocol implementing the three week Plan, Do, Study, Act continuous improvement process.
- PLCs are scheduled on Tuesday of each week during planning time.
- All teachers with administrative support in all PLC meetings
- Teachers participate in collaborative learning communities to improve instruction and student learning.
- Teachers systematically use the school's instructional process to clearly inform students of learning expectations and standards of performance.
- Teachers participate in a continuous program of professional learning.
- Provides and coordinates a layer of learning support services to meet the unique learning needs of students.
- The PLC protocol is aligned to FC's continuous classroom improvement PDSA process.
- The alignment of the classroom and PLC PDSA protocol provides teachers and administrators a seamless process to monitor and adjust curriculum, instruction, and assessment systematically in response to data from common assessments of student learning and examination of

professional practice.

- The principal will schedule the discussion leaders each week to share data and action plans from the Study/Act (data analysis) using the PLC checklist.
- All teachers will complete the first and second week of the PLC protocol (Plan and Do) by collaboratively (formally/informally) developing the instructional unit.

**FCHS Continuous Improvement PDSA: Effective Instructional Practices to Engage Students: Three School-wide Improvement Priorities (Formative Assessments, Student Engagement, and Literacy Across the Curriculum)**

These strategies were determined from school-level walkthrough data needs identified during the 2013-14 school year. The Leadership Team developed a bank of instructional strategies for teachers (the ER team and teacher leaders have been trained in Strategies that Work). We focused on Formative Assessments (Reference Guide chosen), Engagement (Kagan Strategies), and Literacy Strategies (Janet Allen). We developed a communication/rollout plan for distribution of the three strategies and provided professional development for all teachers. On opening day, each teacher was provided with a toolkit and training on effective strategies for Student Engagement, Formative Assessments, and Literacy Across the Curriculum. Additional professional development on Effective Instructional Practices was provided by the English Department after school following the first trimester and ELEOT Observation rounds.

**Lesson Plan Guidelines and Template**

The teachers created all units and lessons in CIITS. Each unit included the following:

- Standards to be covered
- Learning Targets
- Teacher Toolkit (Literacy Strategies, Cooperative Strategies, and Formative Assessments)
- At least two possible activities for extension/re-teaching if needed
- Program Review connection if applicable

All teachers (regular education and special education) submitted unit plans in CIITS, which included filling in the first three tabs. Lesson plans for the following week of instruction were due in CIITS for all regular education teachers by 6:00 p.m. on Thursday of the previous week. Special education teachers posted modifications in CIITS and to regular education teachers by 8:00 a.m. Monday morning for that week's instruction. Special education teachers showed modifications in red on the regular education teacher's five day lesson plan. The principal created a monitoring checklist to track lesson plans each month.

**PGES Observation Calendar**

This calendar includes observation schedules, enduring skills, student growth goals, self-reflections, and professional growth plans. The purpose of the calendar is to keep all staff informed of PGES requirements and dates.

<p>Team Evidence:</p> <ul style="list-style-type: none"> <li>• Stakeholder interviews</li> <li>• Classroom observation data</li> <li>• Stakeholder survey data</li> <li>• Review of documents and artifacts provided by the school including Self-Assessment, etc.</li> </ul>
<p>Team Supporting Rationale:</p> <p>Review of documentation and interviews does not suggest that the school has established or is systematically implementing an instructional process that clearly informs students of learning expectations, uses exemplars of high quality work to effectively convey expectations to students, ensures the use of formative assessment practices to inform modifications and adjustments to instruction, and provides students with specific and timely feedback about their learning.</p> <p>Classroom observations revealed that lesson objectives in the form of learning targets were posted in few classrooms and were seldom referenced by teachers during class.</p> <p>It was evident/very evident that students were provided with exemplars of high quality work in just 10 percent of classrooms. Exemplary student work was not posted in classrooms or referenced in lessons.</p> <p>Based on classroom observations, use of formative assessment practices were minimal. For example, instances in which students were asked and/or quizzed about individual progress/learning were evident/very evident in only 15 percent of classrooms. In surveys, 61 percent of staff agreed/strongly agreed with the statement, “All teachers in our school use multiple types of assessments to modify instruction and revise the curriculum.”</p> <p>There is little evidence to suggest the presence of an instructional process that yields positive results in student achievement. Data from the school’s interim assessments and state accountability assessments indicate mixed results in achievement in reading, math, science, and writing. Stakeholders were not able to discuss or define the school’s instructional process, nor were they able to explain whether any supports and monitoring had been provided to ensure implementation across the school.</p>

Improvement Priority 5

3.7 Develop and effectively implement a mentoring, coaching and induction program that aligns to the school’s mission and vision regarding teaching and learning.	School 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.		
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Relevant Indicator(s)	2014-15 School Rating	2014-15 Team Rating
3.7 Mentoring, coaching and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning.	3 (Fall) 2 (Spring)	1.55

<p>School Evidence:</p> <ul style="list-style-type: none"> <li>▪ FCHS Leadership Diagnostic Weekly Monitoring Document</li> <li>▪ New Teacher Induction Program</li> <li>▪ Mentors</li> <li>▪ KTIP</li> <li>▪ Leadership Team</li> <li>▪ Teacher Toolkit</li> <li>▪ Survey Monkey</li> <li>▪ Frisby’s Blog</li> </ul>
<p>School Supporting Rationale:</p> <p><b>FCHS Leadership Diagnostic Weekly Monitoring Document</b></p> <p>The 2014 Leadership Diagnostic Review process resulted in 18 Improvement Priorities, four identified deficiencies which had no implementation, and two identified deficiencies with limited or partial implementation. Documentation of progress relative to the Improvement Priorities and deficiencies was critical in preparing for the 2015 Diagnostic Review. All deficiencies, Improvement Priorities, and Opportunities for Improvement were discussed with the school board, incorporated into the CSIP/CDIP, and resulted in a 30-60-90 day plan for addressing the issues. PDSA(s) were created with the school leadership team for the purpose of focusing and monitoring. A communication plan was created to address the Improvement Priorities and deficiencies with all stakeholders. Evidence of this communication plan and evidence of School Board involvement in addressing the Improvement Priorities and deficiencies was provided on each reporting date. The documents found in the link below serve to monitor and adjust the improvement process every two weeks.</p> <p><a href="http://www.fleming.kyschools.us/1/Content2/20268">http://www.fleming.kyschools.us/1/Content2/20268</a></p> <p><b>New Teacher Induction</b></p> <p>We met with all new teachers in district level and school level new teacher training sessions. We created a checklist for new staff describing where to locate materials or forms. This process also introduced them to the Panther Way of doing business with clear ties to our mission and vision.</p> <p><b>Mentors</b></p>

There are mentors in place for five teachers new to Fleming County High School this year. One new teacher has participated in the KTIP process. One of the KTIP interns facilitated new teacher roundtable discussions each month as their leadership project.

#### **Leadership Team (Teacher Leaders from Each Department)**

- Develop teacher leadership structures and use these structures to improve teaching and learning
- *Transforming School Culture* book study
- View *15 Fixes for Broken Grades* and share with staff and district
- The leadership team attended PGES Teacher Effectiveness Institute in Lexington in November and shared findings with staff.
- The group discussed issues and concerns voiced by new teachers.

#### **Teacher Toolkit**

These strategies were determined from school-level walkthrough data needs identified during the 2013-14 school year. The Leadership Team developed a bank of instructional strategies for teachers (the ER team and teacher leaders have been trained in Strategies that Work). We focused on Formative Assessments (Reference Guide chosen), Engagement (Kagan Strategies), and Literacy Strategies (Janet Allen). We developed a communication/rollout plan for distribution of the three strategies and provided professional development for all teachers. On opening day, each teacher was provided with a toolkit and training on effective strategies for Student Engagement, Formative Assessments, and Literacy Across the Curriculum. Additional professional development on Effective Instructional Practices was provided by the English Department after school following the first trimester and ELEOT Observation rounds.

#### **Survey Monkey**

What training and support do teachers need right now in order for their classrooms to be more effective? (This survey was sent halfway through the 2014-15 school year).

#### **Frisby Blog for New Teacher Growth**

This blog empower key adults in the building to help change to the growth mindset – working with specific teacher leaders – working to change culture from within

<https://frisbynewteacherblog.wordpress.com/>

#### **Team Evidence:**

- Survey data
- Review of documents and artifacts
- Classroom and school observations
- Stakeholder interviews

<ul style="list-style-type: none"> <li>Evidence of orientation and induction practices for new teachers</li> </ul>
<p>Team Supporting Rationale:</p> <p>Based on the evidence presented, the Diagnostic Review Team concurs with the school that this Improvement Priority has been partially addressed.</p> <p>Classroom observation data indicates pockets of effective teaching in the school, and school leaders are encouraged to engage these effective teachers in mentoring and coaching initiatives that will ensure that the school provides highly effective learning environments systematically.</p>

Improvement Priority 6

<p>3.10</p> <p>Assess the needs of teachers regarding the implementation of standards-based grading. Leadership should also consider how to meet the needs of each teacher and each department through continuous improvement process and consistently monitor effectiveness.</p>	<b>School Evaluation</b>	<b>Team Evaluation</b>
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.		

Relevant Indicator(s)	2014-15 School Rating	2014-15 Team Rating
3.10 Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2	1.88

<p>School Evidence:</p> <ul style="list-style-type: none"> <li>FCHS Standards-Based Grading Policy and Guidelines</li> <li>SBG Committee Meetings</li> <li>Effective Grading Practices</li> </ul>
<p>School Supporting Rationale:</p>

**FCHS Leadership Diagnostic Weekly Monitoring Document**

The 2014 Leadership Diagnostic Review process resulted in 18 Improvement Priorities, four identified deficiencies which had no implementation, and two identified deficiencies with limited or partial implementation. Documentation of progress relative to the Improvement Priorities and deficiencies was critical in preparing for the 2015 Diagnostic Review. All deficiencies, Improvement Priorities, and Opportunities for Improvement were discussed with the school board, incorporated into the CSIP/CDIP, and resulted in a 30-60-90 day plan for addressing the issues. PDSA(s) were created with the school leadership team for the purpose of focusing and monitoring. A communication plan was created to address the Improvement Priorities and deficiencies with all stakeholders. Evidence of this communication plan and evidence of School Board involvement in addressing the Improvement Priorities and deficiencies was provided on each reporting date. The documents found in the link below serve to monitor and adjust the improvement process every two weeks.

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**Standards-Based Grading Policy and Guidelines**

The purpose of using standards-based grading practices in Fleming County Schools is to place an emphasis on student achievement and mastery of content standards and to provide a reporting system that clearly and accurately communicates student progress. To achieve this goal, the formative assessment process is vitally important. Therefore, instruction must focus on daily, ongoing formative assessment and re-teaching.

**Standards-Based Grading Committee Meetings**

Current district grading policies and guidelines outline the process and scale to be used for standards-based grading, but allow for inconsistent implementation. While professional learning has been provided for standards-based grading, many teachers at the high school and across the district still do not understand all components and several have chosen not to implement standards-based grading in their classrooms. The district is currently in the process of developing a plan for districtwide effective grading practices that will outline policies and procedures for grading and reporting at all grade levels in all schools, leaving no room for interpretation or choice. District leadership fully understands that there must be consistent grading and reporting practices across the district in order for students and their parents to understand what is being graded, how it is being graded, and what those grades mean.

**Effective Grading Practices**

Fleming County High School staff will encourage continuous and meaningful communication with all parents about their student's academic goals and progress by implementing the following effective grading practices.

- All grades will be posted by 8 A.M. every Monday morning.
- At least two grades will be posted each week. It may be two formative or a summative and formative.
- Teachers who have a student with a 1 or F on a posted summative assessment will contact the

parent/guardian within three days of the assessment.

- The Infinite Campus grade book must be parent-friendly. Parents are not familiar with acronyms or abbreviations in our grade books. Please type in the learning target or standard.

As professional educators, we know the most effective grading practices provide accurate, specific, and timely feedback designed to improve student performance.

Consequences for not following grading practices:

1st offense: Warning  
 2nd offense: Written Reprimand  
 3rd offense: Short-Term (30 Days) Corrective Action Plan

Next Steps:

A new grading policy must be created and communicated for the 2015-16 school year. We need to discuss how we will be monitoring and evaluating the new grading plan across the district. These measures will need to be a part of the plan and communicated with the policy/procedures. It will be important for district and school leadership to monitor the fidelity of implementation of grading and reporting policy/procedures so that the district (and the high school) can move beyond the issues that have arisen from lack of understanding and confusion.

Team Evidence:

- Review of documents and artifacts provided by the school including district and school grading policies, Self-Assessment, etc.
- Stakeholder survey data
- Stakeholder interviews

Team Supporting Rationale:

Based on the evidence presented, the Diagnostic Review Team concurs with the school that this Improvement Priority has been partially addressed.

Interviews and some survey data suggest that the school’s standards-based grading practices are unclear and misunderstood by stakeholders. The extent to which this initiative has been impactful in raising academic expectations, improving the use of formative assessment practices and differentiated instruction, ensuring equitable treatment of all students in grading practices, etc., is not apparent.

Improvement Priority 7

<p>3.12</p> <p>Use data to develop an effective system to identify and provide support services for all students. Address the professional learning</p>	<p><b>School Evaluation</b></p>	<p><b>Team Evaluation</b></p>
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needs of all staff that will incorporate multiple intelligences and that addresses the needs of all students using identified measures of effectiveness.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	
There is little or no evidence that this Improvement Priority has been addressed.		X

Relevant Indicator(s)	2014-15 School Rating	2014-15 Team Rating
3.12 The school provides and coordinates learning support services to meet the unique learning needs of students.	2	1.22

<p>School Evidence:</p> <ul style="list-style-type: none"> <li>▪ EPAS Data Placement</li> <li>▪ Gifted and Talented Handbook</li> <li>▪ Pride Period</li> <li>▪ Intervention Classes</li> <li>▪ FCHS PLC Continuous Improvement Protocol</li> <li>▪ RTI Model</li> <li>▪ MAP Assessments</li> <li>▪ Case 21 Benchmark Assessments</li> <li>▪ Master Schedule</li> </ul>
<p>School Supporting Rationale:</p> <p><b>FCHS Leadership Diagnostic Weekly Monitoring Document:</b></p> <p>The 2014 Leadership Diagnostic Review process resulted in 18 Improvement Priorities, four identified deficiencies which had no implementation, and two identified deficiencies with limited or partial implementation. Documentation of progress relative to the Improvement Priorities and deficiencies was critical in preparing for the 2015 Diagnostic Review. All deficiencies, Improvement Priorities, and Opportunities for Improvement were discussed with the school board, incorporated into the CSIP/CDIP, and resulted in a 30-60-90 day plan for addressing the issues. PDSA(s) were created with the school leadership team for the purpose of focusing and monitoring. A communication plan was created to address the Improvement Priorities and deficiencies with all stakeholders. Evidence of this communication plan and evidence of School Board involvement in addressing the Improvement Priorities and deficiencies was provided on each reporting date. The documents found in the link below serve to monitor and adjust the improvement process every two weeks.</p> <p><a href="http://www.fleming.kyschools.us/1/Content2/20268">http://www.fleming.kyschools.us/1/Content2/20268</a></p> <p><b>EPAS Data Placement</b></p>

Counselors used data from MAP and EPAS scores to place students in math and reading intervention courses based on greatest need.

**PRIDE Period**

Students needing intervention (based on assessment data) or who are enrolled or plan to enroll in certain other courses (AP Human Geography, AP Biology, etc.) are placed in courses designed to help them meet specific learning goals. Other students are able to pick from some elective courses to enhance their educational experience.

**Intervention Classes**

These classes are data driven and provide an extra hour of instruction to students whose MAP scores indicate that they need remediation.

**ELEOT Instructional Rounds**

The main purpose of ELEOT instructional rounds is not to provide feedback to the teacher being observed. This process is not evaluative. Rather, it is used to gather information about the effectiveness of the learning environment across all contents at FCHS. The staff has been trained in the use of the Danielson Framework for Teaching (Domains 2 and 3), the walkthrough process, and the ELEOT instrument. The administration and ER staff have been conducting walkthrough observations and providing quality feedback to the teachers in an effort to improve instructional efforts across the building. We want to build instructional equity from classroom to classroom. Each month we debrief with the staff to compare data from month to month and recognize celebrations and areas for school improvement. For the 2015-16 school year, ELEOT will continue to be utilized, but we will need to sustain the walkthrough process without the help of the ER staff. Therefore, FCHS will use the Leadership Team (administration and teacher leaders) to conduct 2015-16 ELEOT walkthroughs.

**Program Review Policy and Procedures**

Data collection for all program reviews began immediately upon the start of the 2014-15 school year. All teachers submitted program review documentation electronically via email on or before the 20<sup>th</sup> of each month. A link was provided to an external hard drive containing folders for World Language Program Review evidence, Arts and Humanities Program Review evidence, Practical Living and Vocational Studies Program Review evidence, and Writing Program Review evidence. Each month, every teacher uploaded evidence to each of the four program reviews for at least one demonstrator and identified in the teacher's lesson plans when appropriate. Evidence was submitted into folders and subfolders for each standard and demonstrator of the four program reviews. A committee was formed for each program review. The responsibility of the committee is to monitor and store evidence submitted in their secure folders.

**FCHS PLC Continuous Improvement Protocol**

- PLC Protocol implementing the three week Plan, Do, Study, Act continuous improvement process
- PLCs are scheduled on Tuesday of each week during planning time.

- All teachers with administrative support in all PLC meetings
- Teachers participate in collaborative learning communities to improve instruction and student learning.
- Teachers systematically use the school's instructional process to clearly inform students of learning expectations and standards of performance.
- Teachers participate in a continuous program of professional learning.
- Provides and coordinates a layer of learning support services to meet the unique learning needs of students
- The PLC protocol is aligned to FC's continuous classroom improvement PDSA process.
- The alignment of the classroom and PLC PDSA protocol provides teachers and administrators a seamless process to monitor and adjust curriculum, instruction, and assessment systematically in response to data from common assessments of student learning and examination of professional practice.
- The principal will schedule the discussion leaders each week to share data and action plans from the Study/Act (data analysis) using the PLC checklist.
- All teachers will complete the first and second week of the PLC protocol (Plan and Do) by collaboratively (formally/informally) developing the instructional unit.
- All teachers will complete the first and second week of the PLC protocol (Plan and Do) by collaboratively (formally/informally) developing the instructional unit.

### **Rtl Model**

The purpose of Response to Intervention is to improve educational outcomes for all students. A continuum of evidence-based, tiered interventions with increasing levels of intensity and duration is central to our Rtl model. Collaborative educational decisions should be made through PLCs. These decisions should be based on data derived from frequent monitoring of student performance and rate of learning and assessments.

### **CASE 21 Benchmark Assessments**

CASE Assessments provide pre-made or custom benchmarks based on school needs. Benchmarks can be given at six or nine weeks. Other features include:

- 60% of questions measure higher order thinking.
- Questions are tightly aligned with state standards.
- Content vocabulary is appropriate for the subject/level.
- Tests are aligned to district guides or pacing guides recommended by CASE Assessments.
- Format and question stems mirror state tests.

### **Master Schedule**

The master schedule was reviewed and discussed with administration and the ER team to ensure that it was maximized so that all students' needs were being met (intervention, course placement, career pathways, data based scheduling, placing strongest teachers with students in greatest need, etc.) Five teacher assignments were adjusted to pair strong teachers with the neediest students for both intervention and regular course work. During the second and third trimester, students were rescheduled based on their performance at the end of the trimester. Rescheduling took place after strong discussions of which students needed specific interventions.

<p>Team Evidence:</p> <ul style="list-style-type: none"> <li>• Stakeholder survey data</li> <li>• Classroom observation data</li> <li>• Stakeholder interviews</li> <li>• Review of artifacts and documents provided by the school, Self-Assessment, and others</li> <li>• Pride period documentation</li> <li>• Student performance data</li> </ul>
<p>Team Supporting Rationale:</p> <p>The school has established an intervention period (Pride Period) intended to address learning deficiencies in math and language arts based on state accountability assessment results, MAP, CASE 21 interim assessment data, and PLC common assessments. However, data revealing the effectiveness of the Pride Period in improving individual student achievement in reading and math was not provided to the Diagnostic Review Team.</p> <p>As detailed previously in this report, classroom observation data suggests that instruction is almost exclusively teacher-centered and whole group. This style of instruction does not allow opportunities for differentiation or individualization of learning activities, use of formative assessment practices, or instruction that is appropriately challenging and rigorous at all levels of cognition.</p> <p>Survey data does not indicate agreement among staff that teachers provide differentiated instruction. Sixty-three percent of staff agree/strongly agree with the statement, “In our school, all staff members use student data to address the unique learning needs of all students.” Twenty-eight percent of students agree/strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”</p>

Improvement Priority 8

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

Relevant Indicator(s)	2014-15 School Rating	2014-15 Team Rating
1.2 The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.	2	1.11
2.4 Leadership and staff foster a culture consistent with the school's purpose and direction.	3	2
2.6 Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	3	1.62
3.4 School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2	1.00

School Evidence:

**1.2**

- 8th Grade Recruitment Pictures
- 8th Grade Recruitment Agenda
- Advisory Council Policies, Minutes, and Agendas
- Advisory Council Training PowerPoint
- Advisory Council Training Sign-In Sheet
- Assessment Calendar
- Career Pathways Organizer
- Case 21 ACT Benchmark Testing Schedule and Relocations
- Certified Evaluation Plan
- College Admission Letters, Seniors 2015 – Pictures
- College Application Week Agenda
- College Application Week Pictures
- College Ready Boot Camp Advertisement
- College Ready Boot Camp Pictures
- College Ready Boot Camp Teacher Volunteer Sign-Ups
- Communication Plan
- COMPASS and KYOTE Schedule
- 2014 CSIP
- 2015 CSIP
- 2014-2015 CSIP At-A-Glance
- Culinary Class Cake Competition – Pictures
- Differentiation Resource Packet
- ELEOT Evaluation Document

- ELEOT Explanation
- ELEOT Plus/Delta from November
- ELEOT Ratings from November
- Facebook Page of FCHS
- FCHS Course Catalog
- FCHS Handbook
- Formative Assessment Lesson Expectations
- Formative Assessment Lesson Reflection Guide
- Formative Assessment Lesson Strategies
- Freshman Orientation PowerPoint for Parents & Students

**2.4**

- Leadership Team Roles and Responsibilities
- School Mission and Vision Statement
- PLC Protocol
- Sample Common Assessments
- Benchmark Assessments
- PLC Data Presentations

**2.6**

- ELEOT Results
- Classroom of Distinction Check Sheets
- PLC Data – See notebook in PLC Room
- Evaluation Calendar
- Certified Evaluation Plan
- Professional Development
- Sample Plus/Deltas
- Staff Assignments
- Master Schedule
- Sample Duty Rosters
- Roles and Responsibilities of School Leadership

**3.4**

- FCHS Leadership Diagnostic Weekly Monitoring Document
- Professional Code of Ethics for Certified School Personnel
- Certified Evaluation Plan
- Fleming County Schools Instructional Framework
- ELEOT Instructional Rounds
- District Leadership Team Walkthrough Data
- Professional Development Plan
- Sample Formal and Informal Evaluation
- FCHS PLC Continuous Improvement Protocol
- Teacher Monitoring Checklist Excel Spreadsheet
- PGES Observation Calendar
- Classroom of Distinction Sheet
- Curriculum Maps and Pacing Guides

- Peer or Mentoring Opportunities:
- Mark's Memo
- Gear Up Report
- Sample Data Walls
- Sample PDSA's
- Corrective Action Plans
- Effective Grading Practices
- Program Review Process

School Supporting Rationale:

### **FCHS Leadership Diagnostic Weekly Monitoring Document**

The 2014 Leadership Diagnostic Review process resulted in 18 Improvement Priorities, four identified deficiencies which had no implementation, and two identified deficiencies with limited or partial implementation. Documentation of progress relative to the Improvement Priorities and deficiencies was critical in preparing for the 2015 Diagnostic Review. All deficiencies, Improvement Priorities, and Opportunities for Improvement were discussed with the school board, incorporated into the CSIP/CDIP, and resulted in a 30-60-90 day plan for addressing the issues. PDSA(s) were created with the school leadership team for the purpose of focusing and monitoring. A communication plan was created to address the Improvement Priorities and deficiencies with all stakeholders. Evidence of this communication plan and evidence of School Board involvement in addressing the Improvement Priorities and deficiencies was provided on each reporting date. The documents found in the link below serve to monitor and adjust the improvement process every two weeks.

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- The principal and the ER staff are working together to develop school wide non-negotiables and expectations for teaching and learning. These non-negotiables should be directly related to current school level data around areas of growth. (July 11 note: This work will be combined with 3.6 above in Continuous Improvement Protocol).
- Review current communication plan, determine revisions needed. Develop a deployment plan to be implemented in July.
- Develop PGES calendar of events for certified evaluations to include principal and AP teacher assignments – see email for attachment for possible calendar.
- Develop master calendar of events to include all PLC meetings, faculty meetings, Program Review committee meetings, SBDM Advisory Council and committee meetings, Program Review submission dates (to include formative assessment dates). Add PLC dates /times for AH and CTE.
- Complete required quarterly report by Oct 1 – submit to ER team and Julia Rawlings and post to web page.
- Develop Continuous Improvement Protocol – see 3.6 above
- Classroom non-negotiables communicated first day of school
- Purchased and displayed an “Average is Over” banner and talked about high expectations with staff
- Delivered expectations related to effective lesson planning. Lesson plans are reviewed each

Friday and specific feedback provided to each teacher regarding planning for instruction. 1<sup>st</sup>/2<sup>nd</sup> week of missing plan – conferences with teachers who are missing plans. 3<sup>rd</sup> week that plans are missing will initiate an ICAP. (As of 11/17 – emails sent to teachers with no lesson plans – 1<sup>st</sup> offense). 2<sup>nd</sup> round - 4 teachers received written reprimands. Approximately 20 teachers received 1<sup>st</sup> offense emails).

- Letter
- Principal communicated strong expectation not to blame kids for failures
- Initial classroom visits to monitor early communication of expectations to students (Sept 2 through Sept 19) Walkthroughs continue (ELEOT)
- Quarterly Report by Oct 1
- Continue to address staff deltas
- Present School Accountability Data Oct 1
- Teachers write QR data narratives Oct 1
- Address Staff Deltas
- Principal address grade reports on Mondays and address with teachers – reminder , warning, short-term corrective action
- ELEOT observer views lesson plans before observation – then alerts principal of teachers with missing plans.
- Lesson Plan issues with not hitting “upload” have been discovered and corrected – will continue to monitor lesson plans for effectiveness
- Written documentation of holding teachers more accountable now exists: emails of warning, letters of reprimand and 2 active ICAPS
- Continue during walkthroughs to leave feedback related to non-negotiable school of distinction classroom expectations
- Find exemplar lesson teaching strategies – share with all teachers – demonstrations in teacher meetings? (Differentiation)
- Respond to PLC Plus/Delta – Add plus deltas to 30/60/90 – department responsible for addressing deltas before the following PLC meeting

#### Team Evidence:

- Classroom observation data
- Stakeholder interviews
- Review of artifacts and documents provided by the school, Self-Assessment, and others
- Student performance data
- Stakeholder survey data

#### Team Supporting Rationale:

The Diagnostic Review Team acknowledges that documents and frameworks have been created which are intended to create a greater sense of urgency regarding school effectiveness and student performance, i.e., school “non- negotiables,” revised expectations for lesson planning, and the Professional Learning Community framework.

However, the extent to which these strategies and initiatives have been effective in improving the collective accountability of all staff, teachers’ professional practice, or student performance appears to be limited.

Approximately 68 percent of staff agree/strongly agree with the statement, “Our school’s leaders hold themselves accountable for student learning.”

Seventy percent of staff agree/strongly agree with the statement, “Our school’s leaders hold all staff members accountable for student 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.”

Fifty-three percent of staff agree/strongly agree with the statement, “Our school’s leaders engage effectively with all stakeholders about the school’s purpose and direction,” suggesting that school leadership has not been effective in building a sense of ownership and commitment among stakeholders to improve student achievement.

As detailed previously in this report, classroom observation data does not suggest improvement in instructional practices leading to higher levels of student success. Observation data collected in March, 2015 is significantly lower than the observation data collected in 2014. In particular, the High Expectations Environment, which received a rating of 2.1 on a 4.0 point scale in 2014, declined to 1.9 on a 4 point scale in 2015. It was evident/very evident that students knew and were striving to meet high expectations established by the teacher in only 38 percent of classrooms. It was evident/very evident that students were asked and responded to questions that required higher order thinking in just 23 percent of classrooms.

As detailed previously in this addendum, student performance data does not suggest that strategies and approaches for building a greater sense of collective accountability have resulted in improved student achievement in all content areas.

Improvement Priority 9

(Deficiency #2)	School Evaluation	Team Evaluation
The principal does not cultivate and sustain a commitment to high expectations among all stakeholders.		
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

Relevant Indicator(s)	2014-15 School Rating	2014-15 Team Rating
1.2 The school leadership and staff commit to a culture that is based		

on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.	2	1.11
3.1 The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.	2	1.11

## School Evidence:

**1.2**

- 8th Grade Recruitment Pictures
- 8th Grade Recruitment Agenda
- Advisory Council Policies, Minutes, and Agendas
- Advisory Council Training PowerPoint
- Advisory Council Training Sign-In Sheet
- Assessment Calendar
- Career Pathways Organizer
- Case 21 ACT Benchmark Testing Schedule and Relocations
- Certified Evaluation Plan
- College Admission Letters, Seniors 2015 – Pictures
- College Application Week Agenda
- College Application Week Pictures
- College Ready Boot Camp Advertisement
- College Ready Boot Camp Pictures
- College Ready Boot Camp Teacher Volunteer Sign-Ups
- Communication Plan
- COMPASS and KYOTE Schedule
- 2014 CSIP
- 2015 CSIP
- 2014-2015 CSIP At-A-Glance
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- ELEOT Explanation
- ELEOT Plus/Delta from November
- ELEOT Ratings from November
- Facebook Page of FCHS
- FCHS Course Catalog
- FCHS Handbook
- Formative Assessment Lesson Expectations
- Formative Assessment Lesson Reflection Guide
- Formative Assessment Lesson Strategies
- Freshman Orientation PowerPoint for Parents & Students

**3.1**

- Chemistry STEMscopes/Chemistry Curriculum for January 2015-May 2015
- 2014-2015 Long Range Biology Plan
- 2014-2015 Long Range Earth Science Plan
- STEMscopes NGSS
- NGSS
- ELA & Math EngageNY Curriculum
- Engage NY Curriculum:
- FCHS Report Card:
- Common Assessment
- 2013 Fleming County Youth One Year Out Report: Graduate follow-up survey
- Sample FCHS Biology Pride Plan
- LDC Expectations: Learning expectations for FCHS
- MDC FAL Expectations: Learning expectations for FCHS
- Sample LDC/MDC
- FCHS Master Schedule and Scheduling Options: The Master Schedule is developed around student needs and district goals. All students should be in courses that prepare them for college and or a career.

**School Supporting Rationale****FCHS Leadership Diagnostic Weekly Monitoring Document:**

The 2014 Leadership Diagnostic Review process resulted in 18 Improvement Priorities, four identified deficiencies which had no implementation, and two identified deficiencies with limited or partial implementation. Documentation of progress relative to the Improvement Priorities and deficiencies was critical in preparing for the 2015 Diagnostic Review. All deficiencies, Improvement Priorities, and Opportunities for Improvement were discussed with the school board, incorporated into the CSIP/CDIP, and resulted in a 30-60-90 day plan for addressing the issues. PDSA(s) were created with the school leadership team for the purpose of focusing and monitoring. A communication plan was created to address the Improvement Priorities and deficiencies with all stakeholders. Evidence of this communication plan and evidence of School Board involvement in addressing the Improvement Priorities and deficiencies was provided on each reporting date. The documents found in the link below serve to monitor and adjust the improvement process every two weeks.

- Develop clearly defined roles and responsibilities for Assistant Principal and Counselor/Specialist. This should include information regarding day-to-day duties as well as special duties (prom, dances, bus, early, PRIDE monitoring, etc.). Establish “roles/responsibilities” chart for inclusion in communication plan.
- Develop a draft of all written protocols identified
- PRIDE – need to review and revise the data span to better serve our students – draft will need reviewed by admin team to clarify the areas highlighted in yellow – Plan developed - next step is to monitor for implementation and impact - October plan is to do ALL ELEOT observations in PRIDE and intervention classes
- Credit Recovery – assigned to teachers for Graduation Success Academy details
- PLATO training for GSA scheduled for Aug 25

- Promotion (credits versus content)
- Middle College (attendance, lunch, etc.)
- Early College
- Program Reviews (to include handbook)
- Standards based grading (specific to FCHS requirements along with new district requirements/policy) – also addresses 3.10 Improvement Priority
- Compass/Kyote testing – to include process of testing ALL students
- Lesson plans – expectation of all staff (include literacy piece for writing Program review) – need to do some revisions around unit timelines, daily plans, CIITS and expectations for monitoring.
- Teacher Achievement Walls – finished and ready to print
- Field Trip – to include maximum number of days a student can miss – need to create a student eligibility form
- Revisit intervention and RTI plan to clarify math and English interventions and how PRIDE period will be used. Who is eligible? How? When? Selection process? Assignment process?
- Develop Comprehensive RTI Plan
- Board Mtg ACT Presentation
- Have staff post data trends to force ownership
- Continue to lead PLCs and Admin meetings
- Establish School Leadership team
- Met with each department Individually to discuss ramifications of another year of poor performance
- Focus All ELEOT October classroom observations in PRIDE and intervention courses
- Check with superintendent about his analysis of first tri final exams and his next steps
- Continue during walkthroughs to leave feedback related to non-negotiable school of distinction classroom expectations
- Meet with all students setting MAP/EOC goals After Dec 10
- Continue ongoing Corrective Action Plans
- Final exams collaboratively developed and turned in in advance of the end of the unit. By Jan 15 for second trimester - COMMUNICATE
- Positive approach to diagnostic review – countdown clock in PLC room
- Meet once per month w/ Fleming Co Judge Exec/Magistrates to share FCHS news
- Meet with Fleming Council monthly – starts with New fiscal year (Tuesdays)
- Revisit students needing GSA Academics for 3<sup>rd</sup> trimester – staff reduction.
- Communicate final schedule and expectations Fri Feb 6

## Team Evidence:

- Survey data
- Classroom observation data
- Student Performance data
- Review of documents and artifacts provided by the school, Self-Assessment, and others
- Stakeholder interviews

## Team Supporting Rationale:

Documents, artifacts, and interviews indicate that the school leadership has provided a framework and

some ongoing monitoring for Professional Learning Communities. It is also apparent that Advisory Council policies have been developed in the last year, which appears to be consistent with effective administrative practice. However, neither of these initiatives appears to be related to the creation of a school wide commitment to high expectations. School leadership has also developed school “Non-Negotiable Expectations” intended to communicate teacher expectations for effective classroom instruction. The extent to which this document has been impactful in improving the effectiveness of learning environments or increasing academic rigor, including more frequent teaching of higher order thinking skills, is limited based on classroom observation data.

As detailed earlier in this report, eleot™ data, indicates the existence of less effective current learning environments in comparison to observation data collected in 2014. For example, the High Expectations Learning Environment was rated at 2.10 on a 4 point scale in 2014, and received a rating of 1.9 on a 4 point scale in 2015. Instances in which students were “engaged in rigorous coursework, discussions, and/or tasks” were evident/very evident in only 30 percent of classrooms, which does not suggest the presence of a school wide commitment to academic rigor.

Survey data suggests limited agreement that the school culture reflects a commitment to high expectations. Fifty-eight 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-nine percent of students agree/strongly agree with the statement, “In my school, the principal and teachers have high expectations of me.” Sixty-three percent of students agree/strongly agree that their school “provides me with challenging curriculum and learning experiences.” Sixty-nine percent of parents agree/strongly agree that the school “has high expectations for students in all classes.”

In interviews, students, teachers, and parents consistently stated concern about the lack of rigorous coursework and limited availability of rigorous course offerings, including Advanced Placement classes.

Improvement Priority 10

(Deficiency #3)	School Evaluation	Team Evaluation
The principal and school council have not clearly defined a systematic process for collecting, analyzing and monitoring student achievement data.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	X
There is little or no evidence that this Improvement Priority has been addressed.		

Relevant Indicator(s)	2014-15 School Rating	2014-15 Team Rating
1.3 The school’s leadership implements a continuous improvement process that provides clear direction for improving conditions that	3	1.88

support student learning.		
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.	2	1.33
5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	2	1.77
5.5 Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.	2	1.66

## School Evidence:

**1.3**

- 30/60/90 Plans
- Administrative Team Systems Check from September 2014
- Advisory Council Policies, Minutes, & Agendas
- Advisory Council Training PowerPoint
- Advisory Council Training Sign In Sheet
- Assessment Calendar
- Case 21 ACT Benchmark Testing Schedule & Relocations
- Certified Evaluation Plan
- Communication Plan
- 2014 CSIP
- 2015 CSIP
- 2014-2015 CSIP At-A-Glance
- Differentiation Resource Packet
- ELEOT Evaluation Document
- ELEOT Explanation
- ELEOT Plus/Delta from November
- ELEOT Ratings from November
- Facebook Page (Direct Link)
- FCHS Handbook
- Formative Assessment Lesson Expectations
- Formative Assessment Lesson Reflection Guide
- Formative Assessment Lesson Strategies
- Guidance Office Daily Announcements Part 1
- Guidance Office Daily Announcements Part 2
- Lesson Plan Template
- Literacy Design Collaborative Expectations

- MAP Goal Setting
- MAP Fall Schedule
- MAP Winter Schedule
- Mark's Memo
- Master Calendar
- Mid-Year Survey Responses
- Mission & Vision of FCHS
- Non-Negotiable List
- PGES Calendar Planning

## 5.2

- Sample PLC Document
- Sample Departmental Improvement Plans (from FCHS 30-60-90)
- FCHS PLC Data Presentation Calendar
- Master Assessment Calendar—
- Sample Assessment Calendar
- Sample Departmental Response to student generated deltas
- Sample Teacher Data Collection (from 2nd trimester finals)
- Leadership Communication Regarding ACT Benchmark Testing
- Sample Leadership Communication
- PLC Protocol
- Winter MAP Testing Schedule
- FCHS Program Review Policy

## 5.4

- FCHS Quarterly Report 2014 Q2 December
- FCHS Quarterly Feedback June 2014
- FCHS Quarterly Feedback October 2014
- FCHS 2015 CSIP
- FCHS PLC Protocol 2014-15
- FCHS Initial 2014-15 30-60-90
- Sample Departmental Improvement Plans (from current FCHS 30-60-90)
- FCHS Advisory Council Improvement Planning Policy
- Fleming County District Data Protocols
- Advance Ed Survey Data—with guidelines for analysis
- School Report Card 2014—Evidence of CCR achievement and readiness for success at the next level
- FCHS Transition Survey—(evidence of success at the next level)
- 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.
- Fleming County Schools PLC Framework

**5.5**

- FCHS Accountability Profile PPT
- Admin. Meeting August 11, 2014
- Admin. Meeting Sept. 2, 2014
- Admin. Meeting Sept. 15, 2014
- Admin. Meeting Sept. 8, 2014
- Admin. Meeting 11/10/14
- Admin. Meeting 10/20/14
- Admin. Meeting 12/1/14 Plus Delta
- August 19, 2014 PLC Meeting—general PLC
- August 20, 2014 CTE-AH PLC Notes
- ELA PLC 9/2/14
- Faculty meeting schedule January/February 2015
- PLC Data Presentations Nov. 11, 2014—future schedule
- Lang. Arts PLC Plus Delta
- Leadership Team Meeting Minutes 12-15-14
- Leadership Team Plus Delta 12-1-14
- Lesson Plan Feedback 8/25/14
- Math PLC Plus Delta
- PLC Agenda setting norms (August 12, 2014)
- PLC Minutes LA August 12, 2014
- PLC Minutes Sci August 12, 2014
- PLC Minutes SS August 12, 2014
- PLC Minutes SS September 2, 2014
- Plus Delta Teachers' Meeting 1-7-15
- Repeating Calendar of Events
- Student Council Plus Delta October 2014
- Student Plus Delta
- Social Studies Improvement Plan
- FCHS Quarterly Report 2014 first quarter
- FCHS Quarterly Report 2014 second quarter
- FCHS Quarterly Report PLAN

School Supporting Rationale:

**FCHS Leadership Diagnostic Weekly Monitoring Document**

The 2014 Leadership Diagnostic Review process resulted in 18 Improvement Priorities, four identified deficiencies which had no implementation, and two identified deficiencies with limited or partial

implementation. Documentation of progress relative to the Improvement Priorities and deficiencies was critical in preparing for the 2015 Diagnostic Review. All deficiencies, Improvement Priorities, and Opportunities for Improvement were discussed with the school board, incorporated into the CSIP/CDIP, and resulted in a 30-60-90 day plan for addressing the issues. PDSA(s) were created with the school leadership team for the purpose of focusing and monitoring. A communication plan was created to address the Improvement Priorities and deficiencies with all stakeholders. Evidence of this communication plan and evidence of School Board involvement in addressing the Improvement Priorities and deficiencies was provided on each reporting date. The documents found in the link below serve to monitor and adjust the improvement process every two weeks.

<http://www.fleming.kyschools.us/1/Content2/20268>

- Training date has been communicated with all Advisory Council members
- Adv Council Training complete
- Results of eleotTM, -Begins Sept 19
- Status update – in development now to include posters in PLC room
- PLC data - embedded in protocol – begins Sept 2
- PLC Protocol to be distributed and explained within all PLCs beginning August 12, 2014, Our systematic process for collecting, analyzing and monitoring student achievement data will be driven through our PLCs.
- Review/Revise Classroom Assessment Policy Sept 2 Adv Council meeting
- NOTE: Deficiency #3 is also a significant piece of NISL Action Learning Plan
- Passed second read of Assessment Policy and PLC Protocol
- Report to Adv Council re: PLC work
- Staff ownership of Quarterly Report
- Quarterly Report Data Questions Oct 1
- Every stakeholder group saw this Monitoring Tool as part of the Internal Diagnostic Review process
- PLAN shared with students through math classes
- Prepare for Dec 1 Quarterly Report Done – now due early January
- Continue and finalize Internal Review (submitted Nov 6<sup>th</sup>)
- Prepare PLAN analysis –trends for the school –
- Re-edit Submit QR
- Continue to monitor Leadership Team and their progress of collecting evidence for Diagnostic Review- process is continuing – Leadership team has aggressively embraced this task – strong ownership
- Review plan for ACT results (science only submitted as of this date)
- Review QR data and data questions – Wednesday Feb 25 planned (Moved to March 4<sup>th</sup>)
- Review plan for CASE21 Items and constructed responses

Team Evidence:

- Stakeholder surveys
- Review of artifacts and documents provided by the school
- Stakeholder interviews

**Team Supporting Rationale:**

The team concurs with the school’s rating that this Improvement Priority/Deficiency has been partially addressed. Review of documents and interviews indicate that the principal and school council have adopted a policy (specifically School Council policy 19) which defines a systematic process for collecting, analyzing, and monitoring student achievement data. The use of the Plan-Do- Study-Act framework for continuous improvement and procedures for the collaborative analysis and monitoring of student achievement data through the PLC process are also detailed in the policy.

Improvement Priority 11

(Deficiency #4)	School Evaluation	Team Evaluation
The principal has not created a positive climate for teaching and learning and a culture of openness that fosters trust and participation among all stakeholders.		
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.		

Relevant Indicator(s)	2014-15 School Rating	2014-15 Team Rating
1.2 The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.	2	1.11
2.4 Leadership and staff foster a culture consistent with the school’s purpose and direction.	3	2
2.5 Leadership engages stakeholders effectively in support of the school’s purpose and direction.	3	2

**School Evidence:**

**1.2**

- 8th Grade Recruitment Pictures

- 8th Grade Recruitment Agenda
- Advisory Council Policies, Minutes, and Agendas
- Advisory Council Training PowerPoint
- Advisory Council Training Sign-In Sheet
- Assessment Calendar
- Career Pathways Organizer
- Case 21 ACT Benchmark Testing Schedule and Relocations
- Certified Evaluation Plan
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- College Application Week Agenda
- College Application Week Pictures
- College Ready Boot Camp Advertisement
- College Ready Boot Camp Pictures
- College Ready Boot Camp Teacher Volunteer Sign-Ups
- Communication Plan
- COMPASS and KYOTE Schedule
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- 2014-2015 CSIP At-A-Glance
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- ELEOT Ratings from November
- Facebook Page of FCHS
- FCHS Course Catalog
- FCHS Handbook
- Formative Assessment Lesson Expectations
- Formative Assessment Lesson Reflection Guide
- Formative Assessment Lesson Strategies
- Freshman Orientation PowerPoint for Parents & Students

## 2.4

- Leadership Team Roles and Responsibilities
- School Mission and Vision Statement
- PLC Protocol
- Sample Common Assessments
- Benchmark Assessments
- PLC Data Presentations

## 2.5

- Communication Plan
- Special Education Communication Plan
- College Coach Job description
- Sample District Newsletter

- Student Council Agendas
- Advance ED Survey
- FCHS Parent Survey
- FCHS Student Survey
- FCHS Staff Survey
- Mark's Memos
- Guidance Office Daily Announcements
- Student Voice Survey
- Gear up job description
- Trent's writing workshop pictures
- Lesson Plan policy
- Evidence of community or parent advisory councils, committees, forums including meetings, agendas, and minutes
- City Council Meeting Presentations

#### School Supporting Rationale:

#### **FCHS Leadership Diagnostic Weekly Monitoring Document**

The 2014 Leadership Diagnostic Review process resulted in 18 Improvement Priorities, four identified deficiencies which had no implementation, and two identified deficiencies with limited or partial implementation. Documentation of progress relative to the Improvement Priorities and deficiencies was critical in preparing for the 2015 Diagnostic Review. All deficiencies, Improvement Priorities, and Opportunities for Improvement were discussed with the school board, incorporated into the CSIP/CDIP, and resulted in a 30-60-90 day plan for addressing the issues. PDSA(s) were created with the school leadership team for the purpose of focusing and monitoring. A communication plan was created to address the Improvement Priorities and deficiencies with all stakeholders. Evidence of this communication plan and evidence of School Board involvement in addressing the Improvement Priorities and deficiencies was provided on each reporting date. The documents found in the link below serve to monitor and adjust the improvement process every two weeks.

<http://www.fleming.kyschools.us/1/Content2/20268>

- Principal/ER staff working together to create Continuous Improvement Protocol for all teachers – open expectations and transparency
- Opening Day – YouMatter theme

#### Community:

- August 3<sup>rd</sup> – Community church service at school
- Aug 29 – met with Community Workforce organization to increase mentoring and ILP connections
- Principal will schedule with community organizations – initially with Chamber of Commerce in September – Tractor Parade, Commissioner Comer Oct 10,

- Swing on Main
- Positive Orientation Meetings with individual classes/parents – relay expectations for college/career readiness, Open House 9/25
- Opening Day with Students – establishing success expectations
- Average is Over/YouMatter
- Student mentors (Lifeguards) assigned
- Admin meetings rolled through daily schedule for teacher participation – Started 8/11 – some teachers attending
- Leadership team/Application process completed – some content areas had no candidates – must recruit
- Communicated non negotiables and PBIS posters
- PLCs Beginning Aug 12
- Develop PDSA for TELL Data/classroom teaching / student voice surveys climate issues
- Advisory Councils has plan for policy reset: including Committee Policy in September
- Diagnostic Surveys to be completed during Open House - open Labs by grade level
- Develop procedure to facilitate Diagnostic Review Surveys for week of Sept 15.
- PBIS meeting with Staff Wednesday Sept 3
- “Knight in Shining Armor” awarded monthly
- ACT Board Presentation
- Open Admin meeting
- Answered “Deltas”
- PLC open communication
- Continue to build PLC trust as evidenced by Plus/Deltas
- Continue PBIS Open communication -2 PBIS meetings, Lifeguard Friday
- Social Studies PLC functioning well. Other PLCs are building skill levels and positive functioning
- Begin *Transforming School Culture* book study w/ Leadership team
- ELA 3 days to implement Engage NY
- Student Plus Deltas - develop appropriate feedback for students re: Plus Deltas
- Math Planning sessions for Nov 10<sup>th</sup>/11<sup>th</sup> for implementation of engage NY
- Continue and finalize Internal Reviews
- Response for 1) faculty and 2) students from school-wide plus delta – Scheduled for PLCs – teachers are responding and bringing to Dec 9 PLCs
- Hallway display (scoreboard) to establish expectations for CCR – in progress (end of trimester 1)
- Meet once per month w/ Fleming Co Judge Exec/Magistrates to share FCHS news
- Meet with Fleming Council monthly – starts w/ New fiscal year (Tuesdays)
- Secret Pal/Christmas Celebrations – meal, ornament exchange, ugly sweater, paining with a twist
- Plus deltas reflect improved communication and feedback are positively impacting culture
- Student created FCHS and District Videos to be streamed on website and shared with community.
- Science, English, Math, Social Studies, will discuss Plus/Delta with student council.
- Positive focus on the diagnostic review and SACS accreditation

Team Evidence:

- Stakeholder surveys
- Review of documents and artifacts provided by the school, Self-Assessment, others
- Stakeholder interviews
- Missing Piece Diagnostic

Team Supporting Rationale:

Fleming County High School administration has initiated some approaches and strategies which appear to be targeting the creation of a more favorable school climate.

- The school has implemented the Lifeguard program to help ensure that all students have an adult advocate in the school.
- The student council has been afforded opportunities to give feedback to school leadership that includes the creation of Plus/Delta information that is shared with the faculty.
- Interviewees indicated that intentional efforts have been made by school administration this year to create a greater sense of transparency regarding school decision-making, development of school policies, and improved communications. For example, evidence and documentation to support the school’s Self-Assessment ratings for the Diagnostic Review have been posted on the school’s website.

However, survey data does not suggest that school leadership has shaped culture through the development of practices and strategies that foster meaningful stakeholder involvement. For example, 68 percent of staff agree/strongly agree with the statement, “Our school’s leaders provide opportunities for stakeholder to be involved in the school.” Fifty-two percent of parents agree/strongly agree with the statement, “Our school provides opportunities to be involved in the school.” Forty-one percent of students agree/strongly agree with the statement, “My school offers opportunities for my family to become in school activities and my learning.” Thirty-eight percent of students indicated that they agree/strongly agree with the statement, “My school considers students’ opinions when planning ways to improve the school.” Stakeholder interview data corroborates these survey results.

The Fleming County High School Missing Piece Diagnostic, which was completed in the fall of 2014, revealed that nearly all indicators were rated at novice and apprentice levels, suggesting significant opportunities or leverage points for continued improvement in stakeholder engagement and involvement.

Improvement Priority 12

<p>(Deficiency #5)</p> <p>The principal and school council do not collaborate with stakeholder groups or have a formal process for comprehensive school improvement planning.</p>	<p><b>School Evaluation</b></p>	<p><b>Team Evaluation</b></p>
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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.		

Relevant Indicator(s)	2014-15 School Rating	2014-15 Team Rating
1.3 The school’s leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	3	1.88
2.5 Leadership engages stakeholders effectively in support of the school’s purpose and direction.	3	2
5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	2	1.77
5.5 Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.	2	1.66

School Evidence:

**1.3**

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- Literacy Design Collaborative Expectations
- MAP Goal Setting
- MAP Fall Schedule
- MAP Winter Schedule
- Mark's Memo
- Master Calendar
- Mid-Year Survey Responses
- Mission & Vision of FCHS
- Non-Negotiable List

**2.5**

- Communication Plan
- Communication Plan
- Special Education Communication Plan
- College Coach Job description
- Sample District Newsletter
- Student Council Agendas
- Advance ED Survey
- FCHS Parent Survey
- FCHS Student Survey
- FCHS Staff Survey
- Mark's Memos
- Guidance Office Daily Announcements
- Student Voice Survey
- Gear up job description
- Trent's writing workshop pictures
- Lesson Plan policy
- Evidence of community or parent advisory councils, committees, forums including meetings, agendas, and minutes.
- City Council Meeting Presentations

**5.4**

- FCHS Quarterly Report 2014 Q2 December
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- FCHS PLC Protocol 2014-15
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- Sample Departmental Improvement Plans (from current FCHS 30-60-90)

- FCHS Advisory Council Improvement Planning Policy
- Fleming County District Data Protocols
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- FCHS Transition Survey—(evidence of success at the next level)
- 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.
- Fleming County Schools PLC Framework

## 5.5

- FCHS Accountability Profile PPT
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- Admin. Meeting Sept. 2, 2014
- Admin. Meeting Sept. 15, 2014
- Admin. Meeting Sept. 8, 2014
- Admin. Meeting 11/10/14
- Admin. Meeting 10/20/14
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- PLC Minutes Sci August 12, 2014
- PLC Minutes SS August 12, 2014
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- Repeating Calendar of Events
- Student Council Plus Delta October 2014
- Student Plus Delta
- Social Studies Improvement Plan
- FCHS Quarterly Report 2014 first quarter
- FCHS Quarterly Report 2014 second quarter
- FCHS Quarterly Report PLAN

School Supporting Rationale:

## FCHS Leadership Diagnostic Weekly Monitoring Document:

The 2014 Leadership Diagnostic Review process resulted in 18 Improvement Priorities, four identified deficiencies which had no implementation, and two identified deficiencies with limited or partial implementation. Documentation of progress relative to the Improvement Priorities and deficiencies was critical in preparing for the 2015 Diagnostic Review. All deficiencies, Improvement Priorities, and Opportunities for Improvement were discussed with the school board, incorporated into the CSIP/CDIP, and resulted in a 30-60-90 day plan for addressing the issues. PDSA(s) were created with the school leadership team for the purpose of focusing and monitoring. A communication plan was created to address the Improvement Priorities and deficiencies with all stakeholders. Evidence of this communication plan and evidence of School Board involvement in addressing the Improvement Priorities and deficiencies was provided on each reporting date. The documents found in the link below serve to monitor and adjust the improvement process every two weeks.

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- Revisit Vision and Mission with admin/ER team and determine next steps for revision which will be presented for discussion to council at July 8 meeting – Julia will provide a review document
- Complete required June 30 updates to current CSIP in ASSIST – share with advisory council during July 8 meeting
- Post current CSIP (March 20 update as well as June 30 update) and all 30/60/90 day plans to web page – currently, what is posted is a link to the ASSIST log in page which no one can access – must be PDF copy.
- Process begun – current CSIP analyzed – CSIP will be streamlined from current 150 included activities to provide a laser-like focus on implementing and monitoring school improvement objectives
- Create CSIP PDSA
- This PDSA (to be developed once school is fully in session and initial start-up work is complete) will discuss all scales of planning – 7-day, 30/60/90 day, CSIP and Long Range)
- Initialize leadership team
- GAP Plan Oct 1
- CSIP PDSA
- Update and distribute (through Charlene Hall) 30/60/90 plan to all stakeholders including web and Facebook
- Break current 30/60/90 into individual department plans
- Begin CSIP brainstorming in PLC sessions
- Survey /Study Missing Piece diagnostic and develop Next Steps based on results
- Developing CSIP – individual plan for component development – Due 12/19 – 4 components complete – goals are now being developed
- PDSA for Improvement Planning – continue to develop

## Team Evidence:

- Stakeholder surveys

<ul style="list-style-type: none"> <li>• Review of documents and artifacts</li> <li>• Stakeholder interviews</li> <li>• Missing Piece Diagnostic</li> </ul>
<p>Team Supporting Rationale:</p> <p>Based on the evidence presented, the Diagnostic Review Team concurs with the school that this Improvement Priority has been partially addressed.</p> <p>Of particular concern to the Diagnostic Review Team is that improvement planning efforts appear to have had limited impact on teacher instructional effectiveness and student performance. While efforts have been made to create a more transparent environment for school decision-making, survey data and the Missing Piece Diagnostic strongly suggest that improvement in stakeholder engagement is a clear leverage point for improvement.</p>

Improvement Priority 13

(Deficiency #6)	School Evaluation	Team Evaluation
The school council has not adopted all policies and bylaws required by statute, and the principal has not developed and implemented procedures for implementation of policies.		
This 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.		

Relevant Indicator(s)	2014-15 School Rating	2014-15 Team Rating
2.1 The governing body establishes policies and support practices that ensure effective administration of the school.	3	2

<p>School Evidence:</p> <p><b>2.1</b></p> <ul style="list-style-type: none"> <li>▪ Student Handbook</li> <li>▪ Staff Handbook</li> <li>▪ PGES- Certified Evaluation Procedures</li> <li>▪ Athletic Handbook</li> </ul>
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- Redbook Training provided for faculty members. Material Presented to Staff Members
- Redbook Meeting
- Sign-In Sheet
- Redbook Meeting Agenda
- Head Coaches meeting
- Student Council
- ELEOT Walkthroughs
- Advisory Council Policies

#### School Supporting Rationale:

#### FCHS Leadership Diagnostic Weekly Monitoring Document:

The 2014 Leadership Diagnostic Review process resulted in 18 Improvement Priorities, four identified deficiencies which had no implementation, and two identified deficiencies with limited or partial implementation. Documentation of progress relative to the Improvement Priorities and deficiencies was critical in preparing for the 2015 Diagnostic Review. All deficiencies, Improvement Priorities, and Opportunities for Improvement were discussed with the school board, incorporated into the CSIP/CDIP, and resulted in a 30-60-90 day plan for addressing the issues. PDSA(s) were created with the school leadership team for the purpose of focusing and monitoring. A communication plan was created to address the Improvement Priorities and deficiencies with all stakeholders. Evidence of this communication plan and evidence of School Board involvement in addressing the Improvement Priorities and deficiencies was provided on each reporting date. The documents found in the link below serve to monitor and adjust the improvement process every two weeks.

<http://www.fleming.kyschools.us/1/Content2/20268>

- Agendas and minutes from last two years of council work catalogued and reviewed. Advisory council policy work under review. A schedule for review of all policies is being established
- Attend training July 22
- Continue creating policy review schedule
- Adopt (and obtain approval) from KDE manager for both new policies AND policy approval process.
- Develop PDSA regarding Policy Work
- Implement PDSA with first 4 Policies 1st Read at August Adv Council meeting. Plan with Council for September – 4 additional new policies
- See Attached Policy PDSA (Progress highlighted in Green)
- August: first read of 3 revised/new policies. Plan for Sept 2 Advisory Council meeting – second reading of those 3 policies and first reading of 7 additional revised policies. In addition, Adv Council will implement plan for the Oct cycle policy review.
- Continue Policy revision Plan – 5 additional policies for first reading at October meeting
- Awaiting replacement teacher representative appointments – State decision
- Post revised policies to website
- Inform district of Advisory Council attendance expectations
- Continue to revise final 15 policies – including at Nov 4 Advisory Council Meeting
- Continue to revise final 11 policies – including 3 at December Advisory Council Meeting

Agendas and minutes from last two years of council work catalogued and reviewed. Advisory council policy work under review. A schedule for review of all policies is being established

Week of July 29:

- Attend training July 22
- Continue creating policy review schedule

This Monitoring Tool reflects growth on 7 Improvement Priorities from the Diagnostic Review and the 6 Leadership Deficiencies. It will become a standing action item of our Adv Council beginning in September.

- See Attached Policy PDSA
- See Deficiency #6 above
- Follow protocol for replacing 2 council members who resigned in August and September.
- Continue Policy PDSA
- Prepare for Quarterly Report Staff Findings
- Present Monitoring Document to Adv Council in October – as well as teachers, classified staff and parents in Internal Review Meetings
- Share 30/60/90, current Internal Review and this Monitoring tool with them
- Add Computer Lab PDSA – leading to FCHS Technology Utilization policy changes in Advisory Council
- Quarterly Report #2 – finalize
- CSIP approval - December 19
- Advisory Council review in January

Team Evidence:

- Principal presentation
- Review of documents and artifacts provided by the school, Self-Assessments and others
- Stakeholder interviews.

Team Supporting Rationale:

Although the Advisory Council has adopted most required policies, work still needs to be completed on two required policies and all by-laws. Stakeholder interviews, the principal's presentation, and a review of documents and artifacts indicate that the implementation of all policies is not fully evident.

## 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
<b>2013-2014</b>	69.0	70.0	66.4	No	Yes	Yes
<b>2012-2013</b>	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)
<b>English II</b>	47.2	52.2	46.0	55.8	38.2	55.4
<b>Algebra II</b>	38.5	40.0	34.6	36.0	24.6	37.9
<b>Biology</b>	25.4	30.3	23.6	36.3	18.0	39.8
<b>U.S. History</b>	21.4	39.5	36.7	51.3	51.1	58.0
<b>Writing</b>	45.6	43.9	40.2	48.2	40.2	43.3
<b>Language Mech.</b>	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)
<b>Combined Reading &amp; Math</b>	54.3	30.6	No	47.7	24.3	No
<b>Reading</b>	57.7	37.0	No	51.5	27.0	No
<b>Math</b>	50.9	24.2	No	43.8	21.5	No
<b>Science</b>	40.3	18.2	No	35.2	9.7	No
<b>Social Studies</b>	37.4	50.4	Yes	27.7	40.5	Yes
<b>Writing</b>	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

<b>Program Reviews 2013-2014</b>						
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 10<sup>th</sup> 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 ( $\Delta$ ) 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."

**$\Delta$  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 School Diagnostic Review Fleming County High School

### Sunday

Time	Event	Where	Who
3:00 p.m.	Hotel Check-in		Diagnostic Review Team Members
4:00 p.m. -5:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 p.m. – 7:30 p.m.	<p>Principal’s Overview Presentation</p> <p>Standards Presentation - Questions/topics to be addressed:</p> <ol style="list-style-type: none"> <li>1. Vision, i.e., where has the school come from, where is the school now, and where is the school trying to go from here?</li> </ol> <p>This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student achievement as well as conditions that support learning.</p> <ol style="list-style-type: none"> <li>2. Overview of the School Self Assessment - review and explanation of ratings, strengths and opportunities for improvement.</li> <li>3. How did the school and system ensure that the Internal Review process was carried out with integrity at the school level?</li> <li>4. What has the school and system done to evaluate, support, monitor and ensure improvement in student performance as well as conditions that support learning?</li> <li>5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning conditions and student achievement have improved?</li> </ol>	Hotel Conference Room	Diagnostic Review Team Members

	6. What professional development has the school provided in the last two years targeting improvement in teacher professional practice and student success? What should the team be looking for in their classroom observations to gage the impact of the professional development program, i.e., differentiation, higher order thinking, formative assessment, student engagement, etc.		
7:30 – 8:30	Team Work Session #1 (Agenda provided by Lead Evaluator)		

### Monday

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at school	School office	Diagnostic Review Team Members
8:00 – 9:30 a.m.	Principal interview		Diagnostic Review Team Members
9:30 – 11:45	Begin school and classroom observations		Diagnostic Review Team Members (working in pairs or as individuals)
11:45 a.m.-12:30 p.m.	Lunch & Team Meeting		Diagnostic Review Team Members
11:45 – 4:00	School and classroom observations continue  (Some team members may be assigned to interview individuals or groups during this time.)		Diagnostic Review Team Members (working in pairs or as individuals)
	Individual interviews: 1. all administrators 2. 25% of professional staff (representing a cross-section of the faculty)		Diagnostic Review Team Members (working in pairs or as individuals)
	Small groups (3-5 persons) interviews should be scheduled for 1. parent leaders 2. students 3. support staff		Diagnostic Review Team Members (working in pairs or as individuals)
	Review of paper artifacts and documentation that could not be provided electronically.  (Documents and artifacts provided in the advance to the DR team electronically organized by standard, i.e., Google Docs or via a flash drive)		Diagnostic Review Team Members (working in pairs or as individuals)
4:00 p.m.=	Team returns to hotel		Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 – 9:00 p.m.	Schedule to be provided by Team Leaders	Hotel conference room	Diagnostic Review Team Members

**Tuesday**

<b>Time</b>	<b>Event</b>	<b>Where</b>	<b>Who</b>
	Breakfast	Hotel	Diagnostic Review Team Members
8:00 a.m. (align to school start time)	Team arrives at school		Diagnostic Review Team Members
8:00 – 11:45	School and classroom observations		Diagnostic Review Team members (working in pairs or as individuals)
8:00 – 11:45 a.m.	Continue interviews as necessary not completed on day #1		Diagnostic Review Team Members (working in pairs or as individuals)
	Continue artifact review as necessary not completed on day #1		(working in pairs or as individuals)
11:45 a.m.-12:30 p.m.	Lunch & Team Meeting		Diagnostic Review Team Members
12:30 -4:00 p.m.	School and classroom observations Artifacts review Complete interviews as necessary		Diagnostic Review Team Members (working in pairs or as individuals)
5:30 – 6:30 p.m.	Dinner		Diagnostic Review Team Members

**Wednesday**

<b>Time</b>	<b>Event</b>	<b>Where</b>	<b>Who</b>
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Check out of hotel and departure for school	Hotel	Diagnostic Review Team Members
8:00 – 2:00 a.m.	Final Team Work Session		Diagnostic Review Team Members (working in pairs or as individuals)
2:00 – 2:15 p.m.	Exit meeting with the principal		Diagnostic Review Team

**School Diagnostic Review Summary Report**

**Fleming County High School**

**Fleming County Public Schools**

**3/15/2015 – 3/18/2015**

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

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

**Principal Authority:**

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

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

Commissioner, Kentucky Department of Education

\_\_\_\_\_ Date: \_\_\_\_\_

I have received the diagnostic review report for Fleming County High School.

Principal, Fleming County High School

\_\_\_\_\_ Date: \_\_\_\_\_

Superintendent, Fleming County Public Schools

\_\_\_\_\_ Date: \_\_\_\_\_