

# Report of the Diagnostic Review Team for Iroquois High

4615 Taylor Blvd  
Louisville  
KY 40215  
US

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# Introduction

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

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

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

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

## Use of Diagnostic Tools

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

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

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

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

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

## Powerful Practices

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

## Improvement Priorities

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

## The Review

The seven-member Diagnostic Review Team prepared for the visit by reviewing materials submitted by Iroquois High School including the Self-Assessment, Executive Summary, as well as student performance data and surveys of parents, staff, and students. The team worked with the principal to develop a schedule for observations of all classrooms and interviews with school-level and central office administrators. The team communicated prior to the visit through emails and a conference call. All team members gave preliminary ratings to each indicator prior to the visit.

While on site, the team met formally each evening and informally during the day to share information. Team members rated each indicator again every day during the visit, and developed a spreadsheet for developing a team rating for every indicator. The formal and informal meetings were also used to share findings from classroom observations and to develop questions to be pursued as the onsite visit continued.

On the third day of the visit, the team developed recommendations for improvement priorities and discussed the evidence and rationale for each recommendation. Members developed drafts of the improvement priorities that appear in this report.

Throughout the Diagnostic Review the school and district leaders, faculty, staff, parents, and students were open and candid about their efforts for continuous improvement and the challenges they face. They provided numerous documents and artifacts, including policies, agendas, minutes, examples of communications to stakeholders, examples of assessments and curriculum, instruction, and assessment (CIA) maps. The school conducted surveys of parents, students, and staff members.

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.

Administrators	6
Instructional Staff	26
Support Staff	5
Students	14
Parents/Community/Business Leaders	5
<b>Total</b>	<b>56</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		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.	2.00
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.	2.29
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.57
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2.14
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	2.57
3.6	Teachers implement the school's instructional process in support of student learning.	2.14
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	2.00
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	1.43
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.	2.29

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.	2.14
3.11	All staff members participate in a continuous program of professional learning.	2.43
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	2.29

## 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.	2.86
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.	2.43
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	1.57
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.	2.43
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.	1.71

## Student Performance Diagnostic

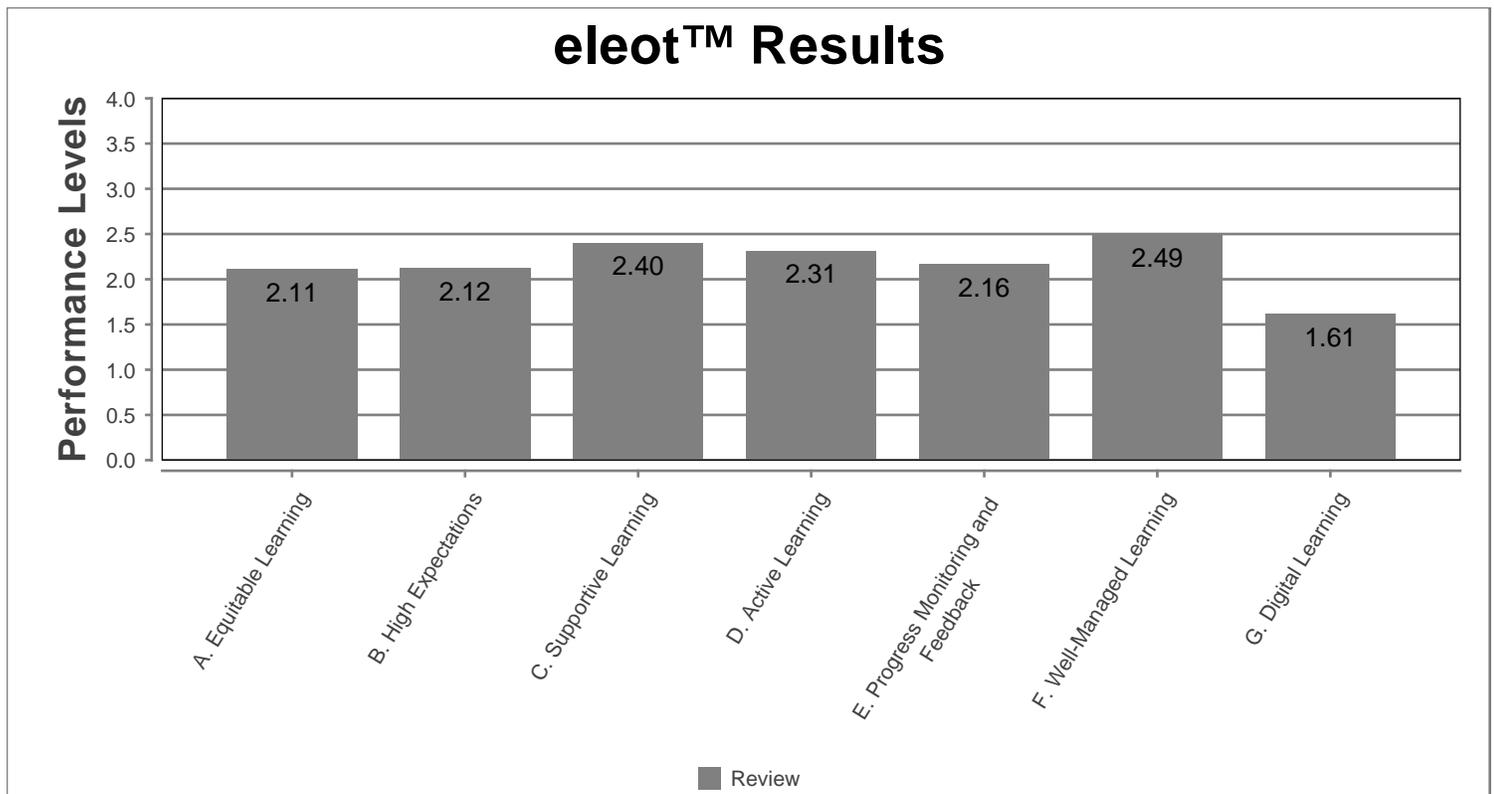
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important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

Evaluative Criteria	Review Team Score
Assessment Quality	3.43
Test Administration	3.43
Equity of Learning	2.57
Quality of Learning	2.57

## 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™.



During the review, Team Members conducted eleot™ observations in 76 classrooms. The classroom observation data reflects well-structured lessons that rely on traditional teacher-centered learning environments in which students are primarily passive listeners/observers or are completing worksheets. Students were well-managed and compliant in the majority of classrooms. Instances in which students had differentiated learning opportunities, were exposed to high expectations or rigorous course work, or used digital learning tools/resources were very infrequent. Given the school's stated commitment to high expectations and

rigorous academic programs, these are areas for further exploration and consideration by the school leadership.

#### Equitable Learning Environment:

It was evident/very evident in 58 percent of classrooms that students had equal access to classroom discussions, activities, resources, technology, and support. This indicator was the highest rated component in the Equitable Learning environment. Observations consistently revealed the need for greater use of differentiated instructional strategies. For example, it was evident/very evident in only 20 percent of classrooms that students had differentiated learning opportunities and activities that met their needs.

#### High Expectations Learning Environment:

It was evident/very evident in 51 percent of classrooms that students were tasked with activities and learning that were challenging but attainable. However, observations did not consistently reveal the presence of rigor and higher order thinking. A possible opportunity for improvement would be greater use of exemplars of high quality work to more explicitly communicate learning expectations.

#### Supportive Learning Environment:

It was evident/very evident in nearly 60 percent of classrooms that students were provided support and assistance to understand content and accomplish tasks. A possible leverage point for improvement would be to increase opportunities for students to be provided additional/alternative instruction and feedback at the appropriate level of challenge.

#### Active Learning Environment:

It was evident/very evident in 48 percent of classrooms that students were actively engaged in learning activities. However, to a large extent student engagement consisted of listening to the teacher during direct whole group instruction. Instances in which students had opportunities to engage in discussions with the teacher and other students were evident/very evident in 33 percent of classrooms, suggesting a possible focus for improvement in professional practice.

#### Progress Monitoring Learning Environment:

It was evident/very evident in 31 percent of classrooms that students received and responded to teacher feedback to improve understanding. Students demonstrated understanding of the lesson content in a similar percentage of classrooms. Potential leverage points for improvement would be to increase the frequency with which teachers provide feedback to students and to include informal checks of understanding throughout lessons.

#### Well-Managed Learning Environment:

For the most part, classrooms were well-managed. Students appeared to know the rules and disruptions were limited. However, smooth transitions between activities were evident/very evident in 36 percent of the classrooms, and student collaboration was evident/very evident in 37 percent of classrooms. Consequently, areas with high potential for improvement are increasing student collaboration and developing classroom routines and procedures that focus on transitioning effectively between activities, thereby protecting instructional time.

#### Digital Learning Environment:

Evidence of students using digital tools and technology was limited. In mathematics classes, students used graphing calculators, but mainly to use formulas to solve problems posed by the teacher. Student use of digital tools or technology was evident/very evident in 27 percent of the classrooms observed. This finding likely reflects the school's general teacher-centered approach, which provides limited opportunities for students to engage in critical thinking, problem-solving, conducting research, individualizing instruction, etc.

## eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.79	Has differentiated learning opportunities and activities that meet her/his needs	8.64%	11.11%	30.86%	49.38%
2.	2.64	Has equal access to classroom discussions, activities, resources, technology, and support	11.11%	46.91%	37.04%	4.94%
3.	2.44	Knows that rules and consequences are fair, clear, and consistently applied	7.41%	40.74%	40.74%	11.11%
4.	1.58	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	4.94%	12.35%	18.52%	64.20%
<b>Overall rating on a 4 point scale: 2.11</b>						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.35	Knows and strives to meet the high expectations established by the teacher	6.17%	32.10%	51.85%	9.88%
2.	2.41	Is tasked with activities and learning that are challenging but attainable	6.17%	44.44%	33.33%	16.05%
3.	1.47	Is provided exemplars of high quality work	2.47%	7.41%	24.69%	65.43%
4.	2.32	Is engaged in rigorous coursework, discussions, and/or tasks	6.17%	35.80%	41.98%	16.05%
5.	2.05	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	3.70%	32.10%	29.63%	34.57%
<b>Overall rating on a 4 point scale: 2.12</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.	2.44	Demonstrates or expresses that learning experiences are positive	13.58%	25.93%	51.85%	8.64%
2.	2.46	Demonstrates positive attitude about the classroom and learning	12.35%	27.16%	54.32%	6.17%
3.	2.28	Takes risks in learning (without fear of negative feedback)	9.88%	30.86%	37.04%	22.22%
4.	2.62	Is provided support and assistance to understand content and accomplish tasks	13.58%	45.68%	29.63%	11.11%
5.	2.22	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	12.35%	23.46%	38.27%	25.93%
<b>Overall rating on a 4 point scale: 2.40</b>						

<b>D. Active Learning</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.	2.27	Has several opportunities to engage in discussions with teacher and other students	9.88%	23.46%	50.62%	16.05%
2.	2.14	Makes connections from content to real-life experiences	11.11%	28.40%	23.46%	37.04%
3.	2.52	Is actively engaged in the learning activities	11.11%	37.04%	44.44%	7.41%
<b>Overall rating on a 4 point scale: 2.31</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.	2.28	Is asked and/or quizzed about individual progress/learning	4.94%	29.63%	54.32%	11.11%
2.	2.11	Responds to teacher feedback to improve understanding	1.23%	29.63%	48.15%	20.99%
3.	2.27	Demonstrates or verbalizes understanding of the lesson/content	2.47%	28.40%	62.96%	6.17%
4.	1.86	Understands how her/his work is assessed	1.23%	27.16%	28.40%	43.21%
5.	2.28	Has opportunities to revise/improve work based on feedback	6.17%	39.51%	30.86%	23.46%
<b>Overall rating on a 4 point scale: 2.16</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.	2.83	Speaks and interacts respectfully with teacher(s) and peers	20.99%	45.68%	28.40%	4.94%
2.	2.57	Follows classroom rules and works well with others	14.81%	35.80%	40.74%	8.64%
3.	2.31	Transitions smoothly and efficiently to activities	16.05%	19.75%	43.21%	20.99%
4.	2.07	Collaborates with other students during student-centered activities	7.41%	29.63%	25.93%	37.04%
5.	2.69	Knows classroom routines, behavioral expectations and consequences	17.28%	41.98%	33.33%	7.41%
<b>Overall rating on a 4 point scale: 2.49</b>						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.80	Uses digital tools/technology to gather, evaluate, and/or use information for learning	9.88%	17.28%	16.05%	56.79%
2.	1.57	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	8.64%	9.88%	11.11%	70.37%
3.	1.46	Uses digital tools/technology to communicate and work collaboratively for learning	6.17%	6.17%	14.81%	72.84%
<b>Overall rating on a 4 point scale: 1.61</b>						

## Findings

### Improvement Priority

Analyze root causes for the lack of parental involvement in the school. Use the results of this analysis to design, implement and evaluate programs that engage families in meaningful ways in their child's education and keep them informed of their child's learning progress. Create a system that regularly monitors and communicates comprehensive information about school improvement goals and student learning to parents and other stakeholder groups.

(Indicators 3.8)

### Evidence and Rationale

Stakeholder Survey Data:

Stakeholder survey data consistently suggests that current practices and approaches for engaging and informing families are not highly effective.

Seventy percent of responding parents\* agree/strongly agree with the statement, "Our school provides opportunities for stakeholders to be involved in the school." Sixty-seven percent of parents agree/strongly agree with the statement, "All of my child's teachers keep me informed regularly of how my child is being graded." Sixty-nine percent of parents agree/strongly agree with the statement, "My child has administrators and teachers that monitor and inform me of his/her learning progress."

Similarly, 51 percent of students agree/strongly agree with the statement, "My school offers opportunities for my family to become involved in school activities and my learning. "Fifty-six percent of students agree/strongly agree with the statement, "All of my teachers keep my family informed of my academic progress."

Likewise, 77 percent of staff agree/strongly agree with the statement, "Our school's leaders provide

opportunities for stakeholders to be involved in the school.” Roughly 40 percent of staff agree/strongly agree with the statement, “In our school, all school personnel regularly engage families in their children's learning progress.”

#### Stakeholder Interviews:

Stakeholder interview responses indicate low levels of parental involvement in school improvement efforts. Staff interview responses suggest that the school has made intentional efforts to improve parental involvement through the use of Twitter and the school website, One Call Now, phone calls, and home visits. However, parental involvement in the school still occurs on a limited basis. The school does have a Parent-Teacher Association (PTA), but there are only five members in this group. Staff interviews reveal that parental involvement is a barrier to increasing student achievement at the school. According to staff, many parents have had negative experiences in their own schooling, which has resulted in negative perceptions that impede partnering with school administration and teaching staff. Teachers and administrators share that it is difficult to get parents to participate in requested parent meetings, including meetings of Admissions and Release Committees (ARCs) or in the advisory council.

#### Review of Documents and Artifacts:

School administration and teaching staff make daily attempts to reach the parents of students in the school, as evidenced by various call logs from the last year. Attendance office personnel make calls to parents of students with daily absences. However, data indicates that most parents could not be directly reached due to disconnected numbers and voicemail. School administration, counseling, and teaching staff make attempts to connect with parents as well, mainly to discuss behavioral concerns and student progress data. Their communication logs are also indicative of a high rate of failure in reaching parents.

The school has provided several opportunities for families to come to the school, such as an Open House/Orientation Registration Meeting, Parent-Teacher Conferences, and Culture Fairs, but sign-in sheets show that attendance by parents was poor at these events.

\*Although the school met the minimum survey response rate for staff and students, the minimum response rate of 20 percent for parents was not met. Data indicate that 144 parents completed the survey and although this is not a statistically significant sampling of this stakeholder group for a school enrollment of about 1000, the team has used the parent survey data in its analysis of indicators.

### **Improvement Priority**

Develop new strategies (e.g., professional development, improved monitoring, peer coaching, development of model lessons) to support all teachers in providing authentically engaging, personalized and varied instructional strategies that will ensure achievement of learning expectations.

(Indicators 3.3)

#### Evidence and Rationale

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### Student Performance Data:

As detailed in the attachments of this report, while there has been significant improvement in some areas, student performance data does not show consistent improvement in achievement during the last two years. The data suggests that the systematic use of highly effective instructional practice is not occurring across the school. For example:

1. Scores on End-of-Course (EOC) exams in English II, Algebra II, and writing decreased between the 2011-2012 and 2013-2014 academic years. Writing scores in particular are 9.8 points lower in 2013-14 than in 2012-13. No area is at or above state average.
2. PLAN scores have risen modestly, but all areas remain well below state average.
3. ACT scores in English, math, and science for the 2013-14 school year are lower than those from the 2012-13 school year, and all areas are well below state average.

### Classroom Observation Data:

As described previously in this report, classroom observation data indicates that engagement and rigor vary widely across the school. In some classrooms students are authentically engaged in rigorous work and participating in discussions requiring higher order thinking. Observations reveal that nearly all teachers are implementing a framework designed to promote rigor and engagement, but these strategies are being delivered at varying levels of effectiveness. Additionally, not all teachers are employing high yield instructional strategies within this framework.

### Stakeholder Survey Data:

Both staff and students reported inconsistency across the school in the use of:

1. Varied instructional strategies that promote rigor and engagement
2. Strategies to assist students with individual learning needs
3. Technology to help students learn

Survey results show that 58 percent of staff agree/strongly agree that “teachers in our school personalize learning strategies and interventions to address individual learning needs of students,” suggesting that the use of these practices across the school is not consistent. Fifty percent of students agree/strongly agree that “teachers change their teaching methods to meet my learning needs.” This result again suggests inconsistent application across the school. Similarly, 63 percent of students agree/strongly agree that “my school provides me with a challenging curriculum and learning experiences.” Sixty-two percent of students indicated that they agree/strongly agree that “all of my teachers use a variety of teaching methods and learning activities to help

me develop skills I will need to succeed.” Fifty-six percent of staff agree/strongly agree that they “use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.”

#### Stakeholder Interviews:

Interview responses suggest that although a required instructional framework (Fundamental 5) is in place, work remains to be done in the areas of engagement, rigor, use of varied high yield instructional strategies, and differentiation.

Stakeholder interview responses suggest that walkthrough feedback mostly consists of an indication of compliance with the Fundamental 5, which is the school’s adopted instructional framework for planning. Feedback on the use and efficacy of high-yield instructional strategies is limited.

Teacher interview responses and walkthrough data suggests that teachers are having difficulty in implementing Frequent Purposeful Talk, which is one facet of the Fundamental 5.

Stakeholder interview data suggests that instructional planning is reviewed by administration through required submission of Curriculum, Instruction, and Assessment (CIA) Pacing Guides at six-week intervals.

### **Improvement Priority**

Develop, monitor and document the effective implementation of a plan for training professional and support staff in evaluating, interpreting and using data. Ensure that this plan includes oversight of rigorous training and assessment of staff in the use of data.

(Indicators 5.3)

#### Evidence and Rationale

##### Stakeholder Survey Data:

Survey data suggests that school staff is not satisfied with the current level of training provided regarding evaluation, interpretation, and use of data. Fifty-one percent of staff agree/strongly agree with the statement, “Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.”

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

The Comprehensive School Improvement Plan (CSIP) refers to tracking and using a variety of data to address student instructional needs as well as the hiring of a College/Career Readiness (CCR) Specialist/Building Assessment Coordinator (BAC) to oversee tracking of all CCR related assessments and interventions. However, the plan does not articulate how all staff is to be trained in the interpretation and use of this data. Although there is evidence of collecting and tracking a variety of data through the Quarterly Report, it is not evident how staff use this report or if they have received adequate training to do so. A PowerPoint Presentation indicating training on a protocol for analyzing data provided to Professional Learning Community (PLC) leaders

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in 2013-14 exists, but there was no evidence of how other staff members received formal training. The data analysis protocol was also presented in the artifacts, but with little evidence about training staff in its use.

Evidence exists that the math department and instructional leadership teams consulted with Rick DuFour, a leading authority on helping school practitioners implement the PLC process, in 2013-14. He provided specific feedback on the school's curriculum, instruction, and assessment. However, it is unclear how that feedback was communicated to the rest of the school staff and used to change practice.

According to stakeholder interviews, training new teachers in the interpretation and use of data falls primarily to the PLC leader and other teacher leaders in the building. However, no formal, systematic process is apparent. While data walls/charts appear to be used to track student data and are regularly updated, formal professional development on such practices does not occur for new staff members.

Teachers and school leaders provided evidence that planning takes place for content area intervention one day per week, and that teachers use data from Cascade to recommend and track student interventions. However, there is little to no evidence of training in implementing a Response to Intervention (RtI) system or the use of research-based practices.

# 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.	2.43
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.	2.14
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	1.86

## 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.	1.86
2.2	The governing body operates responsibly and functions effectively.	1.14
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.	2.14
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	2.29
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	1.71
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	2.00

## 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	2.86
Stakeholder Feedback Results and Analysis	3.14

## Findings

### Improvement Priority

Develop more effective strategies for communicating with all stakeholder groups (staff, students, parents and community members) by providing opportunities to shape decisions, provide feedback and collaborate on school improvement efforts, serve in meaningful leadership roles, etc. Ensure engagement results in a measurable increase in participation, sense of community, and ownership in the school.

(Indicators 2.5)

#### Evidence and Rationale

Survey data does not suggest that the school has established policies and practices that fully embrace an inclusive and collaborative culture for decision making.

#### Stakeholder Survey Data:

Forty percent of staff agree/strongly agree with the statement, “In our school, all school personnel regularly engage families in their children’s learning progress.” Fifty-eight percent of staff agree/strongly agree with the statement, “In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.”

Fifty-one percent of students agree/strongly agree with the statement, “My school offers opportunities for my family to become involved in school activities and my learning.” Fifty-two percent of students agree/strongly agree with the statement, “My school considers students’ opinions when planning ways to improve the school.”

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

Stakeholder interview responses suggest that the school struggles to engage parents. For example, the two parents appointed by the Commissioner of Education to serve on the Advisory Council did not attend meetings. Although minutes indicate the desire to replace vacancies, a parent was not present in council meetings until January of 2015. The PTA has only five members, and parents said during interviews they did not know that

the PTA existed and were not sure of additional avenues for volunteering.

Communication with stakeholders is primarily one-way, with minimal opportunity to provide feedback. For example, the parent survey was given once, by paper and in one language, during open house, and the school did not meet the minimal survey response rate for parent participation. In addition, although every teacher participates in a “focus group,” little evidence exists showing how the information gathered from these groups is used and shared with the rest of the staff.

The Comprehensive School Improvement Plan was presented to the Advisory Council during the January 12, 2015 meeting, suggesting the council did not provide input on the plan before the plan was submitted to the state. Little evidence exists that stakeholders were involved in the development of the plan. The Missing Piece diagnostic was completed without parent input.

Stakeholder interview responses suggest that the school does not have a formal process to involve students in school improvement efforts. There is a Principal Advisory Council, but meetings are sporadic. In addition, interview responses suggest that most student input is gathered informally.

### **Improvement Priority**

Engage parents and teachers in creating a functional Advisory Council that builds ownership and commitment to the goals, purpose and direction of the school and provides opportunities for feedback regarding 1) improvement planning, 2) allocation of fiscal and human resources, and 3) effective instruction and assessment procedures. Ensure that school policy and practices align with all state and district policies, laws and regulations and that Advisory Council members participate in systematic and formal professional development regarding their roles and responsibilities. (This Improvement Priority is also connected to Indicator 2.1).

(Indicators 2.2)

### Evidence and Rationale

Stakeholder Survey Data:

Survey data does not consistently point to the existence of effective practices, policies, and culture in support of authentic engagement of stakeholders, including parents, in school decision-making.

Roughly 60 percent of staff indicated that they agree/strongly agree with the statement, “Our school’s leaders engage effectively with all stakeholders about the school’s purpose and direction.” A higher percentage of staff, roughly 78 percent, indicated that they agree/strongly agree with the statement, “Our school’s leaders provide opportunities for stakeholders to be involved in the school.”

Approximately 52 percent of students indicated that they agree/strongly agree with the statement, “My school offers opportunities for my family to become involved in school activities and my learning.”

Seventy-one percent of parents indicated that they agree/strongly agree with the statement, “Our school

provides opportunities to be involved in the school.”

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

Documentation and artifacts indicate that although the school began Advisory Council meetings in March/April of 2014, policies were not developed until November/December 2014 and are not yet guiding the work.

Advisory Council minutes show that many meetings were held during the school day or immediately after school. These meeting times may have hindered parent involvement.

Artifacts and interview responses indicate that only two teachers and the principal were active members of the Advisory Council prior to November, 2014.

The degree to which the Advisory Council is consistently provided opportunities to offer feedback to school administration on policy development, improvement planning, or resource allocation is unclear.

Training verification shows that only two teacher Advisory Council members have received the required training.

## 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.	2.14
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	2.14
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	2.00
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	2.29
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	2.00
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	2.29

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 Diagnostic Review Team has identified the following strengths that are being used to leverage improvement in student performance and school effectiveness.

First, Iroquois High School has implemented Professional Learning Communities (PLCs) in every subject and grade. The PLCs are the backbone of the curriculum, instruction, and assessment (CIA) approach used in the school. Evidence indicates that the teams meet regularly, develop common assessments, and analyze data from the results of the assessments. This analysis leads to two activities. First, the PLC identifies students for interventions, which occur both through the voluntary Extended School Service (ESS) program and the allocated weekly intervention period. Second, teachers share instructional approaches that strengthen student opportunities to learn challenging material.

A second institutional strength lies in the implementation of the Fundamental 5, a framework for instruction that is used throughout the school. Teachers are monitored on the extent to which they are implementing the framework and receive professional development, largely from colleagues, to ensure its universal and positive use.

Third, Iroquois High School is also home to two promising programs. The first is the International Academy, which serves newcomers to the United States and other English language learners. The instructional processes in that academy are notable, as is the cultural sharing fostered by staff. A second program, the Architecture, Construction, and Engineering (ACE) Academy, provides high-level training for skilled trades. The ACE Academy has allowed students the opportunity to complete community projects as a part of their career preparation.

While continuous improvement is valued at Iroquois, the team has identified two areas for strengthening the institution's capacity to systematically implement change. First, while PLCs are a strength of the school, it appears that teachers rely on help from colleagues within the PLC for assistance in improving instruction. As indicated by data from classroom observations, most teachers are not proficient in a variety of instructional strategies that foster critical thinking and differentiating learning opportunities to meet the variety of student needs. Access to external content experts who can provide professional development to enhance teachers' repertoire of instructional practices that challenge students' critical thinking in every curriculum area is likely to result in stronger student performance.

The team acknowledges that parental involvement at Iroquois High School is a major challenge. As noted previously, the Advisory Council has had limited, if any, parent involvement, and parents are not involved in other aspects of the school. Involving high school parents is difficult under the best circumstances. School personnel are encouraged to be innovative in scheduling events at different times and in including engaging activities for parents to provide them with opportunities to serve in meaningful leadership roles, as well as a framework for parents to provide feedback to school leadership.

The following Improvement Priorities are based on the AdvancED Diagnostic Review Team's analysis and designed to focus Iroquois 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:

- Analyze root causes for the lack of parental involvement in the school. Use the results of this analysis to design, implement and evaluate programs that engage families in meaningful ways in their child's education and keep them informed of their child's learning progress. Create a system that regularly monitors and communicates comprehensive information about school improvement goals and student learning to parents and other stakeholder groups.
- Develop more effective strategies for communicating with all stakeholder groups (staff, students, parents and community members) by providing opportunities to shape decisions, provide feedback and collaborate on school improvement efforts, serve in meaningful leadership roles, etc. Ensure engagement results in a measurable increase in participation, sense of community, and ownership in the school.
- Develop new strategies (e.g., professional development, improved monitoring, peer coaching, development of model lessons) to support all teachers in providing authentically engaging, personalized and varied instructional strategies that will ensure achievement of learning expectations.
- Develop, monitor and document the effective implementation of a plan for training professional and support staff in evaluating, interpreting and using data. Ensure that this plan includes oversight of rigorous training and assessment of staff in the use of data.
- Engage parents and teachers in creating a functional Advisory Council that builds ownership and commitment to the goals, purpose and direction of the school and provides opportunities for feedback regarding 1) improvement planning, 2) allocation of fiscal and human resources, and 3) effective instruction and assessment procedures. Ensure that school policy and practices align with all state and district policies, laws and regulations and that Advisory Council members participate in systematic and formal professional development regarding their roles and responsibilities. (This Improvement Priority is also connected to Indicator 2.1).

# Addenda

## Team Roster

Member	Brief Biography
<p>Dr. Naida Tushnet <i>(College/University Representative)</i></p>	<p>Retired from WestEd, Naida teaches Program Evaluation in a master's level course at California State University, Long Beach, and serves as a key evaluator for a graduate education program in environmental science at the University of California, Los Angeles. She recently completed an evaluation of a Hawaii-based project for the National Oceanic and Atmospheric Administration. Naida has reviewed numerous grant proposals, most recently as an evaluation reviewer for the I3 grant program and Teaching American History program. Previously, she directed the Evaluation Research Program for WestEd, which houses evaluations of mathematics and science programs at the elementary, secondary, collegiate, and graduate levels; evaluations of after-school program; studies of school reform; and evaluations of community and school-based projects for children who are placed at risk. The evaluations involved both quantitative analysis and site visits. Earlier in her career, she taught high school and worked in two other regional laboratories, a state education agency, and the federal government, where she was responsible for studies of programs designed to improve schools through the application of research.</p>
<p>Mr. Darrell G. Daigle <i>(KDE Staff)</i></p>	<p>Darrell Daigle is the Education Recovery Leader at Christian County High in Hopkinsville, KY. He was a teacher and assistant principal at Henderson County High School in Henderson, KY. He was also Director of Secondary Education and Executive Director of Academic Services and Research for the Henderson County Schools.</p>
<p>Michelle Cassady <i>(KDE Staff)</i></p>	<p>Mrs. Michelle Cassady is currently an Educational Recovery Leader. Mrs. Cassady has served 34 years in educational roles in Kentucky. She most recently spent 14 years in Woodford County Schools as Director of P-12 Instruction, School Principal, and School Counselor.</p>
<p>Mrs. Lesia M Eldridge <i>(District Practitioner Administrator)</i></p>	<p>Lesia has been a teacher of French and social studies in Nicholas County, Ashland Independent, and Fleming County. She spent three years as assistant principal at Simons Middle School, three years as a district curriculum resource specialist, and six and a half years as principal at Simons Middle School before moving into her current position as instructional supervisor and district assessment coordinator of Fleming County Schools in January 2014.</p> <p>Lesia holds a Bachelor's Degree in French and history, a Master's Degree in secondary education, a Rank I in instructional supervision, and a Master's Degree in school administration from Morehead State University. She also holds certifications for gifted/talented teacher/coordinator, DPP, and superintendent from Morehead State University.</p>
<p>Mr. Seth Green <i>(School Practitioner Administrator)</i></p>	<p>Seth Green is currently the Assistant Principal at West Middle School in Shelby County. Seth has served for 9 years as 8th Grade Science Teacher in Spencer County.</p>
<p>Mrs. Angela Harris <i>(KDE Staff)</i></p>	<p>Angela graduated from University of Kentucky with a BA in education. In addition to earning a MBA from the University of Louisville in Secondary Mathematics education, she earned an Ed. S in Educational Leadership from U of L and holds both Principal and Supervisor of Instruction certifications. Angela taught math for eight years and served as a district math resource teacher for three years. For the past two and a half years, she has been an Educational Recovery Specialist for mathematics for the state of KY.</p>

Member	Brief Biography
Ms. BJ Martin <i>(KDE Staff)</i>	<p>BJ Martin is currently an Education Recovery Leader, working with the District 180 Office of the Kentucky Department of Education. She brings a unique perspective to school improvement, having served in numerous roles in the K-12 setting, as well as positions at the district and state levels.</p> <p>Starting her career fourteen years ago as an elementary school teacher in Eastern Kentucky, BJ has also served as a school principal at the elementary, middle and high school levels. She also has held several district administrative positions, working as a curriculum coach and instructional supervisor in Estill and Shelby Counties and gifted coordinator/district assessment coordinator for Eminence Independent Schools.</p> <p>Along with these experiences, her work with the Kentucky Department of Education has afforded her the opportunity to serve schools and districts as a highly skilled educator, education recovery specialist, and education recovery leader assisting priority and focus schools across the Commonwealth.</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. Stakeholder Survey Plus/Delta
3. Student Performance Data Analysis
4. Survey Guidance and Data Table
5. 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 2012-2013 Leadership Assessment/Diagnostic Review Report for Iroquois High School.

Improvement Priority 1

Indicator 1.1	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
The school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success.	1	3	2.29

1.1 Improvement Priority  <b>Implement and document a formalized process for review, revise, and communication to all stakeholders of the school’s purpose (mission) and direction (vision) on a regular schedule. Ensure that the process includes participation by representatives from all stakeholder groups including parents and staff. Consider inviting students to participate in the process. Also consider randomly selecting stakeholders to be involved in this process.</b>	School Rating	Team Rating
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.		

School Evidence:

- Improvement Priority PDSA (inserted below under school supporting rationale)
- Leadership, Communication, and Monitoring Plan
- SBDM Policy
- 2014-15 Priority Improvement Planning
- Admin Meetings and Staff Meetings Minutes/Agendas
- Promotional Materials (signs, banners, materials)
- Professional Development Materials/Presentations
- Mission Statements (past and present)
- Survey Results

School Supporting Rationale:  
(See below)

**Iroquois High School  
2013 Leadership Diagnostic Monitoring Tool**

**AdvancED Indicator: 1.1**

The school engages in a systemic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

<p>Improvement Priority:</p> <p>Implement and document a formalized process for review, revise, and communication to all stakeholders of the school's purpose (mission) and direction (vision) on a regular schedule. Ensure that the process includes participation by representatives from all stakeholder groups including parents and staff. Consider inviting students to participate in the process. Also consider randomly selecting stakeholders to be involved in this process.</p>	<p><b>PLAN</b> (What are we trying to do/accomplish?)</p>		<p><b>DO</b> (How will we work together to get better?)</p>	
	<p>6/1/14: Although both <b>mission and vision statements</b> exist, no documentation was provided that describes a <b>formal process for the regular review and revision of these guiding documents</b>. The degree to which parents or other stakeholders are involved in previous review and revision process is limited. Student surveys, classroom observations and other data indicate that the purpose, direction and expectations established in these formal documents have not been well communicated to all stakeholders.</p> <p>10/1/14: SBDM has written and is in the process of modifying a policy to annually review and revise (if necessary) the school's mission and vision statements</p> <p>12/1/14: SBDM approved the first reading of the proposed policy at the November meeting. The second reading will take place at the December meeting. We continue to revisit and recommit to both mission and vision statements at every staff-wide professional learning opportunity and/or planning meeting</p>		<p>6/1/14: During the 2013 school year we were intentional about referring back to our mission and vision statements at each staff meeting and through all correspondence to our stakeholders (newsletter, emails, literature, etc.)</p> <p>10/1/14: The Mission and Vision statements are reviewed at each staff meeting; family event (Orientation, Open House, and Parent-Teacher Conferences) and are recommitted to by each staff member and family/community stakeholders</p> <p>12/1/14: At the November staff-wide "Gold Day" professional development and at the following weekly staff PD, a consensus-building interactive activity (Touchstone protocol) was used to solicit and bring consensus to the shared values and beliefs for Iroquois. It was decided that these values/beliefs would be used to define what we refer to as "Citizenship" at Iroquois</p>	
	<p><b>STUDY</b> (What happened with regard to this plan?)</p>		<p><b>ACT</b> (What are our Next Steps?)</p>	
	<p><b>Plus:</b></p>	<p><b>Delta:</b></p>	<p>6/1/14: The Site-Based Advisory Council (SBDM), ILT, and the administrative team will work to develop a formal process (through policy) and communicate the schools mission and vision to all stakeholders. Student Council (formerly the Principal's Advisory Council) will reconvene to create a process for communication to/from student groups. Continue contacting parents to actively participate in the SBDM process. Be intentional about sharing and reiterating the mission/vision statements at all parental engagement activities. Convene with SBDM to create a formal process for reviewing and/or revising the mission and vision statements.</p>	

	<p>ownership of our mission and vision statements. It drives all that we do at Iroquois</p> <p>12/1/14: The staff agreed upon the values of respect, pride, responsibility, and integrity as our shared values and beliefs (about both teaching and learning). Our school mission (purpose) and vision (direction) is the driving force behind our decision-making and communication with stakeholders; we quote it often and purposefully in our school's written correspondence with stakeholders. A formal policy to revise the statement (if/when necessary) has been developed by SBDM. The faculty and students have reached a consensus on shared values: pride, respect, responsibility, and integrity and those values are being publicized in the school.</p>	<p>10/1/14: Still looking into more viable options to communicate with and solicit feedback from families.</p> <p>12/1/14: None at this time</p>	<p>10/1/14: The first reading of the proposed policy statement will be at the November SBDM meeting. If adopted the SBDM will review the policy yearly.</p> <p>12/1/14: The second reading of the SBDM proposed policy will occur at the December meeting. We have ordered banners, posters, and school promotional literature to communicate with all stakeholders our shared values/beliefs.</p>
<p>Point Person: Chris Perkins (SBDM)</p>		<p>Review Date: 6/1/14; 10/1/14; 12/1/14</p>	

Team Evidence:

- Stakeholder surveys
- Documents and artifacts
- Classroom and school observations
- Stakeholder interviews

Team Supporting Rationale:

Observations indicate that Iroquois High School has well-articulated vision and mission statements, and evidence exists that these documents have been widely shared. However, there is limited evidence that the process for developing the vision and mission included representative stakeholders, especially parents/guardians. Further, stakeholder interviews and survey data indicate that dissemination of the statements is one-way, without mechanisms for continuous feedback. Nearly 98 percent of staff indicated that they agree/strongly agree with the statement, "Our school's purpose statement is clearly focused on student success," suggesting that school leadership has been quite effective in this regard. However, roughly 60 percent of staff indicated that they agree/strongly agree with the statement, "Our school's leaders engage effectively with all stakeholders about the school's purpose and direction." Roughly 70 percent of parents indicated that they agree/strongly agree with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from parents," suggesting that a significant percentage of parents cannot confirm this practice in the school.

Improvement Priority 2

Indicator 2.1	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
The governing body establishes policies and support practices that ensure effective administration of the school.	1	3	1.57

2.1 Improvement Priority	School Rating	Team Rating
<p><b>Engage parents and teachers in the creation of a functional Advisory Council to build ownership and commitment to the goals, purpose and direction of the school. Develop procedures for the Advisory Council to advise the school administration on policies and practices that will help ensure effective instruction and assessment procedures that produce equitable and challenging learning experiences for all students.</b></p>		
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.		

School Evidence:

- Improvement Priority PDSA (inserted below under school supporting rationale)
- Leadership, Communication, and Monitoring Plan
- 14-15 Priority Improvement Planning
- Instructional Processes and Expectations
- SBDM Policies
- School Walkthrough Data
- Student Data Handbook

- Samples Daily Lesson Plan Template
- Formative Assessment Reports
- Code of Conduct Book
- Examples of PLCs using Student work analysis
- Example of a PLC tool to improve instruction
- Fundamental Five Explanation

School Supporting Rationale:  
(See Below)

**Iroquois High School  
2013 Leadership Diagnostic Monitoring Tool**

**AdvancED Indicator: 2.1**

The governing body establishes policies and support practices that ensure effective administration of the school.

Improvement Priority:	PLAN (What are we trying to do/accomplish?)	DO (How will we work together to get better?)
<p>Engage parents and teachers in the creation of a functional Advisory Council to build ownership and commitment to the goals, purpose and direction of the school. Develop procedures for the Advisory Council to advise the school administration on policies and practices that will help ensure effective instruction and assessment procedures that produce equitable and challenging learning experiences for all students.</p>	<p>6/1/14: The School Based Decision Making (SBDM) Council’s authority was suspended in 2011 with the expectation that an Advisory Council would be formed in its place to ensure stakeholders had an opportunity to advise the principal and administration on practices and policies in the school. Interviews and other documentation did not reveal the existence of a functioning advisory council that engages parents. Iroquois High School is also governed by the Jefferson County Board of Education, which has established various policies and supports practices that foster effective administration of the school and district.</p> <p>10/1/14: While parental involvement has been minimal on the SBDM council, our parents are a vital component of our school improvement. Parents that attended our annual Open House and Parent-Teacher-Conferences were not only present but also genuinely engaged in dialogue with both teachers and school leadership. Their feedback was communicated in-person and via the parent surveys. At the Open House gathering Mr. Perkins addressed the parents about the need to be involved and invest in communication between home and school to better support student success. Volunteer opportunities and support services for students and parents were shared.</p> <p>12/1/14: The SBDM has written and revised a policy to ensure that parent involvement is a priority and that there is always a parent advocate representative at each meeting (FRYSC, Community school, home-school coordinator, GCIPL representative.</p>	<p>6/1/14: The former members of the SBDM (Advisory Council) were replaced with new members (three different teachers and two different parents). Once the new teachers were nominated and approved by the Commissioner, one of the teachers decided he didn't have the time/capacity to effectively serve on the committee. A new teacher was nominated and finally approved. We met with the district SBDM coordinator to host our first meeting (in April). The two parents that were nominated and appointed have yet to attend a meeting (as of June 2014).</p> <p>10/1/14: We have been communicating regularly with parents to build relationships and establish collective ownership of each child's success.</p> <p>12/1/14: We will review (for a second reading) the policy proposal at our December meeting and (hopefully) approve. The principal and teacher representatives on SBMD have invested significant time, beyond the scheduled monthly meetings, to increase the authentic and purposeful work and vision for the governing body.</p>

STUDY (What happened with regard to this plan?)		ACT (What are our Next Steps?)
Plus:	Delta:	
<p>6/1/14: A recommendation for the nomination and approval for two new parents to serve on the committee is being made.</p> <p>10/1/14: Our parents have become our partners in working to support their children for success. Most of our consistent parent involvement stems from a response to behavior infractions and affiliated consequences. These potentially combustible encounters have been turned into opportunities to form collaborative partnerships with the parents.</p> <p>12/1/14: The SBDM Advisory Council has transitioned into a formal SBDM. Active members have been trained and the group is developing and enacting policies to govern the school, according to the mission and vision. Inactive members have been formally asked to resign in order to replace them with members who can participate regularly in SBDM. Despite having no parental involvement on SBDM, there are parent groups that are meeting regularly to improve the school: PTSA (Parent-Teacher Association) and GCIPL (Governor's Commonwealth Institute for Parent Involvement).</p>	<p>6/1/14: None at this time.</p> <p>10/1/14: Parental involvement on SBDM has been non-existent for 3 years. We have not found success in getting our two parent representatives to attend any SBDM meetings. One of our teachers and both of our parents have not completed the required SDBM training this year.</p> <p>12/1/14: We are still actively seeking authentic parental involvement.</p>	<p>6/1/14: The Site-Based Advisory Council will be kept abreast of all school improvement priorities. Key stakeholders will be asked to present these to the advisory council at meetings as the information is needed.</p> <p>10/1/14: Work through proper channels to vacate and refill the two parent positions on SBDM. We are requesting resignation letters from parents to vacate the positions. We have requested that the third teacher on SBDM either complete the required training or submit a letter of resignation. We have invited our parent support/advocate groups attend the monthly SBDM meetings to serve as liaisons of information and feedback between the governing body and the parents.</p> <p>12/1/14: On December 3rd, the SBDM will have a second reading of the corresponding proposed policy for parental involvement on SBDM. The principal, assistant principals, and counselors have, and will continue to, reach out to parents during each conversation, phone call, or email to solicit their involvement with our Advisory Council.</p>
Point Person: Chris Perkins (SBDM)		Review Date: 6/1/14; 10/1/14; 12/1/14

<p>Team Evidence:</p> <ul style="list-style-type: none"> <li>• Student performance data</li> <li>• Classroom observation data</li> <li>• Stakeholder survey data</li> <li>• Stakeholder interviews</li> <li>• Documents and artifacts</li> </ul>
<p>Team Supporting Rationale:</p> <p>Stakeholder interviews and review of documents and artifacts indicate that the school established the Advisory Council in March/April 2014 and developed policies in November/December 2014. However, the policies were not yet fully implemented at that time. Further, most meetings were held during the day, which may have hindered parent involvement, resulting in only two teachers and the principals as active members prior to November 2014. Interviews and documentation do not suggest that school leadership has helped to establish a highly functional Advisory Council which regularly provides feedback to school administration, consistently has a voice in shaping school decision-making, and examines ways to improve instruction and assessment practices.</p>

Improvement Priority 3

Indicator 2.6/3.4	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
<p>Leadership and staff supervision and evaluation processes result in improved professional practice and student success.</p> <p>School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</p>	1	3	2

2.6/3.4 Improvement Priority	School Rating	Team Rating
<p><b>Redesign supervision, evaluation and monitoring processes to align with the school's stated purpose and direction and to ensure improved professional practice, consistently high quality instruction in all classes, and improved levels of student success.</b></p>		
<p>This Improvement Priority has been addressed in an exemplary manner.</p>		
<p>This Improvement Priority has been addressed satisfactorily.</p>	X	
<p>This Improvement Priority has been partially addressed.</p>		X
<p>There is little or no evidence that this Improvement Priority has been addressed.</p>		

School Evidence:

- Improvement Priority PDSA (inserted below under school supporting rationale)
- Instructional Process and Expectations
- SBDM Policies
- District Evaluation Procedures
- Evaluation List and Calendar
- Teacher Handbook (Evaluation process explained)
- Principal’s Growth Plan
- TPGES - overview of the TPGES self-reflection and professional growth presentations
- Alignment of walkthrough data and PD needs assessment
- Embedded Intervention and Roster counts
- Example of PLCs using Student Work Analysis
- Examples of tool used to improve instruction
- Extended School Program schedule
- Formative assessment data analysis for core content courses QUARTERLY REPORT
- Sample Teacher Growth Plan
- Template/process used to develop, evaluate, revise curriculum, instruction, assessment
- Sample daily lesson plan template
- School walkthrough data
- Sample Summative Teacher Evaluation
- Survey Results and Implications

School Supporting Rationale:

Iroquois High School 2013 Leadership Diagnostic Monitoring Tool		
AdvancED Indicator: 2.6 and 3.4		
2.6: Leadership and staff <b>supervision and evaluation</b> processes result in improved professional practice and student success.		
3.4: School leaders <b>monitor and support</b> the improvement of <b>instructional practices</b> of teachers to ensure student success.		
Improvement Priority:	PLAN (What are we trying to do/accomplish?)	DO (How will we work together to get better?)
Redesign supervision, evaluation and monitoring processes to align with the school's stated purpose and direction and to ensure improved professional practice, consistently high quality instruction in all classes, and improved levels	<p>6/1/14: Student survey results, classroom observations, and student performance data strongly suggest the need for more effective internal quality assurance, monitoring, supervision and evaluation procedures. Walkthrough data is collected and analyzed, however, a coherent process for using and communicating this data to guide the work of the PLC's or inform professional development offerings is not fully evident.</p> <p>10/1/14: Walkthrough system (Power Walk) is aligned with Fundamental Five Instructional growth priorities; walkthrough schedules will be created and communicated; walkthrough data will be analyzed by ILT each month; staff-wide PD will be offered each month by ILT based on walkthrough priorities.</p>	<p>6/1/14: A walkthrough schedule for admin and ILT was created for the 2013-school year; between 30-100 walkthroughs were completed each week; we utilized the ELEOT as our walk-through instrument; we met with the entire staff to familiarize them with the seven components of the ELEOT and then defined what each indicator might look like in an IHS classroom. We revisited the ELEOT data from the 2013 audit as a starting point and identified the Digital Learning Environment as our targeted area for growth. We provided weekly "lunch-n-learn" PDs to the staff.</p> <p>10/1/14: So far, the ILT has documented more than 500+ walkthroughs in the first month of school, looking for evidence of the fundamental five practices we</p>

<p>of student success.</p>	<p>evidence of improvement will be observed through ongoing walkthrough data. The walkthroughs will be conducted by all members of the ILT. The data will also be shared with these members in order to determine school needs and next steps. Teachers will be assigned a mentor and will have their information shared with them once a sufficient number of walkthroughs have been conducted. A plan for next steps will be determined for the school and for individual teachers.</p> <p>12/1/14: We are trying to improve each teacher's implementation of the Fundamental Five into their daily lessons.</p>	<p>have adopted to provide a common, instructional framework for our teachers and students. We have offered two staff PDs that focused on Writing Critically and Lesson Framing as determined by data review by the ILT.</p> <p>12/1/14: We will use a Gold Day in November facilitating coaching sessions with each teacher based on their individual data and identify areas of strength and growth, and provide resources or help plan for how to improve.</p>
<p><b>STUDY</b> (What happened with regard to this plan?)</p>		<p><b>ACT</b> (What are our Next Steps?)</p>
<p><b>Plus:</b></p>		<p><b>Delta:</b></p>
<p>6/1/14: Familiarity and competency in using the ELEOT walkthrough instrument increased.</p> <p>10/1/14: Our walkthrough schedule has yielded 500+ walkthroughs in the first month of school and the first two rounds of data collection has yielded focused, actionable PD for departments and the whole faculty. As a result of the walkthrough data, departments have created specific plus/deltas based on their walkthroughs and the staff has participated in two PDs to improve two of the five fundamental practices.</p> <p>12/1/14: Teachers received individual feedback, reflected upon it, and were provided assistance based on their specific needs. With the focus of implementing a common instructional framework (The Fundamental Five)</p>	<p>6/1/14: Every two weeks, ILT met to review ELEOT data. Despite a concerted effort to provide multiple, differentiated PDs to the staff on improving their digital learning environments, we saw no significant (school wide) growth. We opted to look at a different indicator - "Progress Monitoring and Feedback." Our focus became looking at how effectively and frequently teachers were assessing (formatively) and communicating learning results to their students.</p> <p>10/1/14: After each staff PD, more than 75% of teachers responded to a survey that the PD would help improve their instruction and more than 80% were able</p>	<p>6/1/14: Walkthrough system (Power Walk) is aligned with Fundamental Five Instructional growth priorities; walkthrough schedules will be created and communicated; walkthrough data will be analyzed by ILT each month; staff-wide PD will be offered each month by ILT based on walkthrough priorities; evidence of improvement will be observed through ongoing walkthrough data. The walkthroughs will be conducted by all members of the ILT. The data will also be shared with these members in order to determine school needs and next steps. Teachers will be assigned a mentor and will have their information shared with them once a sufficient number of walkthroughs have been conducted. A plan for next steps will be determined for the school and for individual teachers.</p> <p>10/1/14: We planned departmental and school-wide PDs based on the data. We will organize and facilitate individual coaching session to provide feedback to each teacher once we have collected 15+ walkthroughs. We were advised not to offer individual feedback until individual trend data could be analyzed. Every teacher will have the opportunity to reflect and review on their trend data with a member of ILT in order to monitor and facilitate their instructional growth in accordance with the Fundamental Five. Analyze Data from Power-Walks (specific data for specific departments, PLCs, teachers, and fundamental practices); identify PD offerings based on PW data (Retreat, Staff Meetings, Gold Day); staff surveys about PD offerings</p>

	<p>and the development of an ambitious walkthrough schedule, school leaders have aligned and clarified the daily lesson expectations and walkthrough system. Once both were implemented, professional development and individual coaching sessions were facilitated by the Instructional Leadership team (ILT), which is made up of administrators and teachers, to improve instruction based on walkthrough data.</p>	<p>to list at least one strategy they would implement to that end. We have yet to establish a system of mentors/coaching sessions as we have not conducted 15+ walkthroughs on each teacher. No individual feedback has been offered to teachers as of yet.</p> <p>12/1/14: Some teachers felt threatened by the data.</p>	<p>12/1/14: We will continue to implement our system of walkthroughs to yield several, brief observations for every teacher in the building in order to generate school, department, and teacher-specific data that will allow us to provide PD/resources to continually improve.</p>
<p>Point Person: Chris Perkins</p>		<p>Review Date: 6/1/14; 10/1/14; 12/1/14</p>	

Team Evidence:

- School and classroom observations
- Stakeholder surveys
- Stakeholder interviews
- Documents and artifacts
- Student performance data

Team Supporting Rationale:

Stakeholder surveys and interviews, as well as an observation of the Instructional Leadership Team, indicate that the school has instituted a common instructional format, the Fundamental Five, and that teachers' implementation of it is monitored. Observations and review of documents and artifacts also indicate professional development is linked to the findings of this monitoring. In addition, artifacts and observations show that in Professional Learning Communities (PLCs), teachers develop common assessments, analyze student achievement of standards, and recommend students for interventions. Similar data indicates that the PLCs are also used to share successful instructional practices. However, observations and documents indicate that the focus is largely on process, and that opportunities to increase teachers' repertoires of instructional strategies to meet a variety of student learning needs and develop higher order skills are limited. Classroom observations and student performance data does not suggest that students are consistently exposed to highly effective instructional practices that help ensure the achievement of learning expectations.

Improvement Priority 4

Indicator 3.3	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1	2	1.57

3.3 Improvement Priority  Develop new approaches to help teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	School Rating	Team Rating
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	
There is little or no evidence that this Improvement Priority has been addressed.		X

School Evidence:

- Improvement Priority PDSA (inserted below under school supporting rationale)
- District-Created Common Diagnostic and Proficiency Assessments
- SBDM Policies
- Sample Lesson Frames
- School Walkthrough Data
- Walkthrough schedule 2014-15
- Student Data Handbook
- ELEOT data from Pre-Diagnostic review (October 2014)
- ACE Mentor Proposal, Groundbreaking Ceremony
- UPS Mentor Description
- Evidence of interdisciplinary projects through Ford NGL Project-based Learning
- Iroquois High School Technology Plan 2014
- PD Agendas to engage students in learning
- Evidence of student work demonstrating the application of knowledge (student-created posters)
- Evidence of teacher and student use of technology
- Instructional Framework Fun 5 Cheat Sheet
- Technology inventory to engage students in learning
- Survey Results and Implications
- Mayor’s Give-A-Day Agenda
- Sample Curriculum Frameworks

School Supporting Rationale:

**Iroquois High School  
2013 Leadership Diagnostic Monitoring Tool**

**AdvancED Indicator: 3.3**

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Improvement Priority:

Develop new approaches to help teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

<b>PLAN</b> (What are we trying to do/accomplish?)	
<p>6/1/14: Classroom observations reveal that instructional strategies that require students to collaborate, engage in self-reflection and development of critical thinking skills are very seldom used. Observations did not reveal that teachers personalize instruction and interventions to address individual learning needs. Nor did the observations reveal widespread instruction that required students to apply knowledge and skills, integrate content and skills from other disciplines or use technologies as instructional resources and learning tools.</p>	
<p>10/1/14: The Fundamental Five (framing the lesson, positive feedback, power zone, frequent talk, critical writing) will be used to provide a common framework that all teachers will utilize to ensure the use of common language and incorporation of research-based high yield instructional strategies so that students will be able to focus on the learning expectations in each classroom</p>	
<p>12/1/14: We are trying to improve the consistency of teachers posting lesson frames, and improve the quality of the frames to ensure we are raising the rigor level in daily lessons through the closing tasks.</p>	

<b>DO</b> (How will we work together to get better?)	
<p>6/1/14: Investment of time, resources into curriculum and assessment maps; flex RTI/ESS/ESD; random PDs; gap analysis</p>	
<p>10/1/14: By implementing the Fundamental Five, teachers will provide students with daily opportunities to engage in the lesson because they will have access to a specific learning objective and closing task designed to require a higher level of rigor. Teachers will work in the power zone in order to interact with students and use proximity to monitor student performance and provide feedback. Critical writing and frequent, small-group talk will be incorporated daily into lessons to develop effective critical thinking, writing, and communication skills. Recognition and reinforcement will help teachers develop positive and safe learning environments, which will improve student engagement.</p>	
<p>12/1/14: We targeted PD for teachers with less than 50% lesson framing based on walkthrough data to address the fundamentals of how and why to frame lessons. Teachers with 51%-85% lesson framing data attended a PD on revising existing frames. Teachers who met the target of posting an effective lesson frame more than 85% of the time did not attend a PD.</p>	

<b>STUDY</b> (What happened with regard to this plan?)	
Plus:	Delta:
<p>6/1/14: N/A</p>	<p>6/1/14: We must get all teachers on par with</p>
<p>10/1/14: Walkthrough data indicates that critical writing and recognition and reinforcement are areas in which our teachers are exceeding expectations</p>	<p>curriculum/assess-ments mapping; Must focus on instructional elements now</p>

<b>ACT</b> (What are our Next Steps?)	
<p>6/1/14: The Fundamental Five (framing the lesson, positive feedback, power zone, frequent talk, critical writing) will be used to provide a common framework that all teachers will utilize that will ensure the use of common language and incorporation of research-based high yield instructional strategies so that students will be able to focus on the learning expectations in each classroom</p>	

	<p>12/1/14: Lesson framing improved as a result of the targeted PD. We implemented The Fundamental Five (lesson framing, power zone, critical writing, small-group talk, and recognition and reinforcement) into daily lessons. These instructional strategies will improve student engagement by improving the rigorous level of instruction. In addition to implementing The Fundamental Five this year, we have also focused on implementing the PDSA (plan, do, study, act) process into PLC collaboration. This requires PLCs to plan together, create formative assessments, adjust instruction based on student learning, and provide targeted interventions to students who need them. Effective and clear instruction will improve student engagement and learning, and that is an ideal we are working toward.</p>	<p>10/1/14: Lesson framing data indicates teachers need more PD, specifically on developing closings tasks at a higher level of rigor than the learning objective.</p> <p>12/1/14: Some teachers perceived the PD as punitive rather than supportive due to the tiered groups.</p>	<p>10/1/14: We observed that while teachers were posting learning objectives, they were not creating high-rigor closing tasks. This could result in decreased student engagement because students were not clear on what they were expected to demonstrate by the end of each class. Once addressed in a PD, ILT will continue to monitor this aspect of lesson framing and provide whole-group and individual feedback to the staff as needed. We will also provide models of effective frames, along with time to create/revise existing ones. Acknowledge areas of success in the fundamental five and address areas of need through departments and school-wide PD. Look at trends in PW data to identify growth in any areas; plus-deltas from Department Chairs; ELEOT data from Mock-Diagnostic</p> <p>12/1/14: We continue to send models of effective lesson framing to the staff. Next, we will focus on improving frequent, small-group talk because it is our school's lowest Fundamental Five practice being implemented.</p>
<p>Point Person: Chris Perkins</p>		<p>Review Date: 6/1/14; 10/1/14; 12/1/14</p>	

Team Evidence:

- Student performance data
- Classroom observation data
- Stakeholder survey data
- Stakeholder interviews

Team Supporting Rationale:

As previously detailed in this report, student performance data does not show consistent improvement in student achievement during the last two years, suggesting that current instructional practice has not resulted in adequate student achievement.

Classroom observation data indicates wide variations in engagement and rigor across classrooms in the school. In some classrooms, students are authentically engaged in rigorous work and participate in discussions requiring higher-order thinking. In many other classrooms, rigor, engagement, higher level thinking and questioning are not apparent. All teachers are implementing a framework designed to promote rigor and engagement with varying degrees of effectiveness. However, not all teachers are employing high yield instructional strategies within the framework.

Stakeholder survey and interview data suggests that both staff and students report inconsistency across the school in the use of varied instructional strategies that promote rigor and engagement. In addition, students and teachers report

inconsistency in the use of strategies to assist students with individual learning needs. Further, both groups of stakeholders report inconsistent use of technology by teachers to help students learn. For example, 63 percent of staff indicated in surveys that they 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," suggesting that over one third of the staff cannot confirm the existence of this condition in the school. Similarly, roughly 63 percent of students indicated in surveys that they agree/strongly agree with the statement, "My school provides me with challenging curriculum and learning experiences." Classroom observations revealed that instances in which students were actively engaged in the learning activities were evident/very evident in 48 percent of classrooms. Instances in which students were tasked with activities and learning that were challenging but attainable were evident/very evident in 50 percent of classrooms.

Improvement Priority 5

Indicator 3.6	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
Teachers implement the school's instructional process in support of student learning.	1	2	2.14

3.6 Improvement Priority  <b>Develop a school instructional process that can be consistently implemented in all classes to clearly inform students of learning expectations and/or standards of performance. Ensure that students are provided exemplars of high quality work and that multiple measures, including formative assessments, are provided to inform ongoing modification of instruction and provide data for possible curriculum revision. Further ensure that students are provided specific and immediate feedback about their learning.</b>	School Rating	Team Rating
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	X
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence:

- Improvement Priority PDSA (inserted below under school supporting rationale)
- Instructional Process and Expectations
- SBDM Policies
- Common instructional process and framework
- Day 1 Instructional Celebrations
- Instructional Framework Fun 5 Cheat Sheet
- Alignment of PD needs and data
- Classroom Instructional Framework (CIF) blank

- Common formative assessments
- Student Progression Promotions and Grading Guidelines
- ELEOT data from Pre-Diagnostic review (October 2014)
- Evidence of exemplars used in writing instruction
- Example of assessment that prompted PLC to modify instruction
- Example of learning expectations from sample syllabi
- Example of PLCs using Student Work Analysis
- Examples of assessments used to modify instruction
- Formative assessment data analysis for core content courses QUARTERLY REPORT
- Teacher handbook Teacher resources
- Lesson framework (Samples)
- PD offerings/plan (from 2013-14)
- Sample learning targets
- 3.6 School walkthrough data
- Staff Professional Developments
- Summer Letter to Instructional Leadership Team members
- Survey Results and Implications
- Updated Walk-through Schedule

School Supporting Rationale:

**Iroquois High School  
2013 Leadership Diagnostic Monitoring Tool**

**AdvancED Indicator: 3.6**

Teachers implement the school's instructional process in support of student learning.

Improvement  
Priority:

Develop a school instructional process that can be consistently implemented in all classes to clearly inform students of learning expectations and/or standards of performance. Ensure that students are provided exemplars of high quality work and that multiple measures, including formative assessments, are provided to

**PLAN**  
(What are we trying to do/accomplish?)

6/1/14:  
Classroom observations did not reveal the existence of an instructional process that informed students of learning expectations. 54% of students responded that they agree/strongly agree with the statement "All of my teachers explain their expectations for learning and behavior so I can be successful." 55% of students agree/strongly agree with the statement "All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught."

10/1/14:  
We will adopt the Fundamental Five practices to improve instruction in order to provide our teachers and students a common instructional framework with research-based best practices. The Fundamental Five includes framing each lesson, working in the power zone, incorporating regular, purposeful small-group talk, providing daily opportunities for critical writing, and recognizing and reinforcing student growth. To

**DO**  
(How will we work together to get better?)

6/1/14:  
CIF was developed by the ILT (through their PLCs) and expected to be implemented daily during the 2012-13 school year. It was primarily utilized out of compliance. It was not an expectation that was consistently monitored or supported during the 2013-14 year.

10/1/14:  
The instructional leadership team will provide PD to introduce and refine the Fundamental Five instructional practices, as well as monitor their implementation with an ambitious walkthrough schedule. Data collection will focus on school-wide, departmental, and/or individual instructional trends and additional PD will be provided based on the data, as necessary.

12/1/14:  
We used Gold Day coaching sessions to reflect on individual teacher data and provide feedback/resources to help them improve.

<p>inform ongoing modification of instruction and provide data for possible curriculum revision. Further ensure that students are provided specific and immediate feedback about their learning.</p>	<p>help monitor and improve the classroom implementation of the Fundamental Five, we will also use Power Walks as an instructional leadership team to collect classroom data and facilitate school-wide, departmental, or individual instructional change as necessary. This will be in conjunction with the PDSA work of the HPLCs.</p> <p>12/1/14: We used Gold Day coaching sessions to reflect on individual teacher data and provide feedback/resources to help them improve.</p>	
<p><b>STUDY</b> (What happened with regard to this plan?)</p>		<p><b>ACT</b> (What are our Next Steps?)</p>
<p style="text-align: center;"><b>Plus:</b></p>		<p style="text-align: center;"><b>Delta:</b></p>
<p>6/1/14: N/A</p> <p>10/1/14: After the first round of data collection, when roughly 200+ walkthroughs had been documented, ILT provided departments with their specific data in order for them to make adjustments accordingly. Each department completed a plus/delta, with lesson framing and small-group talk being the most important areas to be addressed. Critical writing and recognition and reinforcement are two aspects of the Fundamental Five that our teachers are incorporating regularly.</p> <p>12/1/14: Teachers were able to reflect on and make improvements based on their specific data. Although we have studied and implemented PDSA (Plan, Do, Study, Act) and The Fundamental Five, walkthrough data and PLC oversight would not reveal 100% implementation. Most of our teachers and PLCs are using PDSA to guide their instructional planning, and most of them are also</p>	<p>6/1/14: Teachers did not value or embrace the CIF. Walk-throughs revealed that CIFs were left blank, not updated for several days, or not aligned to the lesson observed.</p> <p>10/1/14: Lesson framing was the area of greatest need. ILT also realized there was a discrepancy between our understanding of the power zone and we calibrated our definition of it and agreed to monitor data to see if it increased once we identified and remedied the issue.</p> <p>12/1/14: Some teachers felt threatened by the data.</p>	<p>6/1/14: Fundamental Five (need to incorporate exemplars, lesson framing, formative assessment to inform (progress monitoring and feedback) instructional planning and/or instructional redirections) *** Walk-through system, PLC oversight/involvement, and PD plan/process are MUST HAVEs. The Fundamental Five will be utilized in all classrooms to help students receive consistent recognition and reinforcement of their growth. The HPLC will meet to review common formative assessments and make instructional decisions that will ensure students are given intervention/enrichment on targets as they are needed. exemplars???, student notification of standing???</p> <p>10/1/14: Once we identified effective lesson framing as the area that needed the most attention, a faculty PD was planned and implemented to address it. Exemplars of effective frames were discussed and HPLCs worked together to create and/or revise closing tasks for their existing learning objectives. Likewise, we reviewed the data when 400+ walkthroughs had been documented and decided that effective lesson framing needed to be addressed with the entire faculty. PD was planned and implemented for effective lesson framing. Following the PD (described above) 76% of teachers responded their instruction would improve as a result of the PD and 80% of the teachers could list one strategy they learned that they could implement in their classrooms.</p> <p>12/1/14: We will address frequent, small group talk in the whole-staff setting at an upcoming PD because it is our lowest data point for the school currently, and most teachers indicated they would like assistance with it</p>

	incorporating The Fundamental Five into their daily lessons.		
Point Person: Chris Perkins		Review Date: 6/1/14; 10/1/14; 12/1/14	

Team Evidence:

- Classroom observations
- Stakeholder survey data
- Stakeholder interviews
- Documents and artifacts

Team Supporting Rationale:

Although classroom observations, stakeholder surveys, and interviews indicate widespread implementation of a common instructional framework (the Fundamental Five), they also show few instances in which students were offered exemplars of excellent work. Teachers, working in PLCs, develop common assessments and curriculum, instruction and assessment (CIA) maps, which guide some instructional decisions, but evidence is lacking that students receive immediate feedback. Classroom observation data suggests that the Fundamental Five is implemented with widely varying degrees of effectiveness across the school. Approximately 65 percent of staff indicated in surveys that they agree/strongly agree with the statement, "All teachers in our school use a process to inform students of their learning expectations and standards of performance." The consistent use of formative assessment practices for the purpose of adjusting and modifying instruction also appears to be limited. In surveys, 57 percent of the staff indicated that they agree/strongly agree with the statement, "All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and an examination of professional practice." Furthermore, students cannot confirm that teachers consistently adjust and adapt instruction based on student needs. In surveys, 50 percent of students indicated that they agree/strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs."

Indicator 3.7	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
Mentoring, coaching and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning.	1	3	2.14

3.7 Improvement Priority	School Rating	Team Rating
<p><b>Further shape the collaborative culture of the school to include mentoring, coaching and induction opportunities for all school personnel. Ensure that these programs align with the school’s values and beliefs about teaching and learning and the formal statements of purpose and direction.</b></p>		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

<p>School Evidence:</p> <ul style="list-style-type: none"> <li>• Improvement Priority PDSA (inserted below under school supporting rationale)</li> <li>• Leadership, Communication, and Monitoring</li> <li>• Teacher Mentoring System</li> <li>• Instructional Process and Expectations</li> <li>• Faculty Retreat presentation, agendas, assignments, artifacts</li> <li>• PLC coaching Study Day</li> <li>• Example of PLCs using Student Work Analysis</li> <li>• Examples of Solution Tree consultant working with PLCs with new teachers</li> <li>• New Teacher PD at Iroquois</li> <li>• SBDM Policies</li> <li>• ACE Mentor Proposal (collaboration with Fairdale High School, and mentors from Engineering, Construction, and Architectural fields who mentor our CTE teachers and students)</li> <li>• Agendas for Professional Development Offerings</li> <li>• Common Instructional Framework Coaching protocols and agendas</li> <li>• Assessment rubric used to evaluate assessment effectiveness</li> <li>• District New Teacher Induction</li> <li>• Student Progression Promotions and Grading Guidelines</li> <li>• Process used to develop, evaluate, revise curriculum, instruction, assessment</li> <li>• Sample Coaching evidence about CIA maps</li> <li>• Sample daily lesson plan template</li> <li>• Solution Tree resources shared with PLCs with new teachers during on-site consultation</li> <li>• Professional Development Presentations/Lessons</li> <li>• Survey Results and Implications</li> <li>• Targeted PD for lesson framing – based on Walk-through Data</li> <li>• Walkthrough Data</li> </ul>
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- Teacher Handbook Artifacts
- Student Data Handbook

School Supporting Rationale:

**Iroquois High School  
2013 Leadership Diagnostic Monitoring Tool**

**AdvancED Indicator: 3.7**

Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

<p>Improvement Priority:</p> <p>Further shape the collaborative culture of the school to include mentoring, coaching and induction opportunities for all school personnel. Ensure that these programs align with the school's values and beliefs about teaching and learning and the formal statements of purpose and direction.</p>	<b>PLAN</b> (What are we trying to do/accomplish?)		<b>DO</b> (How will we work together to get better?)	
	<p>6/1/14: Interviews and review of documentation revealed that few or no school personnel are engaged in mentoring, coaching or induction programs other than those required by Kentucky Teacher Internship program for first year teachers.</p> <p>10/1/14: In order to increase and shape the collaborative culture of our school, we will offer a system of support for new teachers that will be focused around the various needs of teachers, ranging from classroom management to instructional strategies. These needs will be identified by department chairs and/or specialized resource teachers (i.e., ECE, ESL, Freshman Academy) and reported to a resource teacher who oversees and coordinates support for new teachers.</p> <p>12/1/14: The system of new teacher support has been developed and the needs are being identified in order to plan support, coaching sessions, and/or formal professional development.</p>		<p>6/1/14: For the 2013-2014 school year, we relied on the KTIP committees; our new teacher mentor (1st trimester only); our district provided BEST Mentors (2); Horizontal PLCs (grade-specific and content specific); Vertical PLCs (Content-specific); Our Staff Retreat and Quarterly staff meetings.</p> <p>10/1/14: Once needs have been identified through the system, various teachers will be called upon to help facilitate the meetings and offer up their expertise to the faculty.</p> <p>12/1/14: In addition to the New Teacher resource teacher conducting several coaching sessions with new teachers, two PDs have been planned and/or offered: classroom management and standards-based learning. A new teacher cohort was created and regular meetings have been held with 1st year teachers. These meetings are informal in nature and revolve around work shopping classroom management and instructional issues.</p>	
	<b>STUDY</b> (What happened with regard to this plan?)		<b>ACT</b> (What are our Next Steps?)	
	<b>Plus:</b>	<b>Delta:</b>	<p>6/1/14: Literacy Cohort; New Teacher Cohort; BEST Mentor; Peer mentoring based upon Walk-through data; Staff Handbook; PD Calendar All teachers will participate in a PLC that will provide the opportunity to review instructional/behavioral strategies and their effectiveness. Individual teachers will also meet with a mentor to discuss the walkthroughs and next steps based on the walkthrough data. Invest more funding in resource teachers to provide additional support, guidance, and mentoring to new/veteran teachers. We will hire (in addition to our Goal Clarity Coach) a Literacy Specialist, Goal Clarity Coach for Literacy, ECE Consultant, College-</p>	
<p>6/1/14: We had the lowest staff turnover in the past nine years this summer (teachers that we lost were either promoted or involuntarily overstaffed).</p> <p>10/1/14: Areas of staff development have been identified and the early foundations have been</p>	<p>6/1/14: KTIP has not been a sufficient support structure for new teachers. We did not have a new Teacher cohort that met with regularity beyond the first trimester. Staff meetings (PD) took a back seat to department-specific PLC instructional time. There has been an</p>			

	<p>laid for the professional developments needed to support staff development, mentoring and induction.</p> <p>12/1/14: Areas of staff development have been identified and the early foundations have been laid for the professional developments needed to support staff development, mentoring and induction. For example:</p> <ul style="list-style-type: none"> <li>• Classroom Management;</li> <li>• Instructional Strategies:</li> <li>• Literacy Strategies:</li> <li>• ECE Teaching; Strategies;</li> <li>• Managing “paperwork”</li> </ul> <p>In order to support new teachers beyond the scope of KTIP (Kentucky Teacher Internship Program), we will utilize a resource teacher to coordinate and provide support to new teachers based on identified needs. Although department chairpersons and specialized resource teachers (for Exceptional Child Education, English-as-Second-Language, and Freshman Academy) often serve as the first line of support for new teachers, the resource teacher in charge of coordinating their support meets regularly with the teacher leaders and new teachers to identify specific teacher needs to provide</p>	<p>absence of a formal process to support veteran teachers (beyond staff-wide PD's and their content PLCs. A significant lack of time seems to always be an "excuse" in the midst of high-stakes turnaround... but it is a reality that we continue to struggle through. Teachers and teacher leaders have their plates full already, there are only so many hours we can meet after school and still protect PLC time, Extended School Services, etc, and remain compliant with the additional "turnaround workload"</p> <p>10/1/14: My time and attention have been spread across more responsibilities than anticipated in the wake of losing an assistant principal early in the first trimester. As a result, our efforts to support new teachers haven't been as consistent as we planned. We need to create and adhere to schedule of meetings and professional developments that support all teachers and staff members.</p> <p>12/1/14: We need to adhere to the newly created system of support and schedule of meetings and professional developments that support all teachers and staff members.</p>	<p>Access Resource Teacher. Form a New Teacher Cohort; create system for veteran teacher consistent support and guidance.</p> <p>10/1/14: What we have learned is that this system needs to be the focus of one resource teacher, who oversees it.</p> <p>12/1/14: Ramp Up meetings with new teachers. Provide PD opportunities for veteran teachers in order to support their professional growth. Begin a book study with interested faculty in new instructional strategies.</p>
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	individual coaching and/or general needs to plan new teacher professional development.		
Point Person: Chris Perkins		Review Date: 6/1/14; 10/1/14; 12/1/14	

<p>Team Evidence:</p> <ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Stakeholder surveys</li> <li>• Stakeholder interviews</li> <li>• Documents and artifacts</li> </ul>
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<p>Team Supporting Rationale:</p> <p>As indicated in observations, stakeholder interviews, and review of documents and artifacts, the school has aligned instructional practice vertically, as well as horizontally to some extent. Documents and an observation of the Instructional Leadership Team suggest that the Fundamental Five instructional approach is monitored by frequent walkthroughs, and that the findings from the walkthroughs are used to frame professional development. Stakeholder surveys and interviews indicate that mentoring occurs through PLCs, but only limited evidence exists of a formal mentoring program. About 57 percent of staff indicated in surveys that they agree/strongly agree with the statement, "In our school, staff members provide peer coaching to teachers."</p>
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Improvement Priority 7

Indicator 3.9	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
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.	1	3	2

3.9 Improvement Priority	School Rating	Team Rating
<b>Develop the effectiveness of the student Advisory Program to ensure that all students are "well known" by at least on adult who serves as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.</b>		
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.		

School Evidence:

- Improvement Priority PDSA (inserted below under school supporting rationale)
- Samples Advisory Lessons, Materials, Presentations, Artifacts
- Advisory Rosters
- Bell Schedules showing weekly embedded Advisory Time
- Student Data Handbook
- Teaching students how to chart their own progress
- Advisory Focus Team Agendas/Minutes
- Advisory Program Description
- Survey Results and Implications

School Supporting Rationale:

**Iroquois High School  
2013 Leadership Diagnostic Monitoring Tool**

**AdvancED Indicator: 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.

Improvement Priority:

Develop the effectiveness of the student Advisory Program to ensure that all students are "well known" by at least one adult who serves as an advocate for the students' needs regarding learning skills, thinking skills, and life skills

PLAN (What are we trying to do/accomplish?)	DO (How will we work together to get better?)
<p>6/1/14: The school provides time for an Advisory Program and supports the implementation through curriculum documents as well as some monitoring. 48.8% of students responded that they agree/strongly agree with the statement "My school makes sure there is at least one adult who knows me well and shows interest in my education and future."</p> <p>10/1/14: Advisory is meeting weekly; Focus Team members are planning lessons in two teams (9/10 and 11/12); No special interest groups this year so all students have equitable access to the same advisory content)</p> <p>12/1/14: The school provides time for an Advisory Program and supports the implementation through curriculum documents as well as some monitoring. 48.8% of students responded that they agree/strongly agree with the statement "My school makes sure there is at least one adult who knows me well and shows interest in my education and future."</p>	<p>6/1/14: We made the decision to alternate Advisory and Embedded RTI time every other week during the 2013-2014 school year with the rationale that Advisory may have more impact and value if it is offered less frequently.</p> <p>10/1/14: Advisory Focus Team is meeting monthly to plan and review lesson implementation; Team members are gathering and reviewing lessons from multiple sources to use this year; team members are reviewing Student Data Handbook draft to make final changes</p> <p>12/1/14: Advisory Focus Team is meeting monthly to plan and review lesson implementation; Team members are gathering and reviewing lessons from multiple sources to use this year; team members are reviewing Student Data Handbook draft to make final changes</p>
STUDY (What happened with regard to this plan?)	ACT (What are our Next Steps?)
<p style="text-align: center;"><b>Plus:</b></p>	<p>6/1/14:</p>
<p style="text-align: center;"><b>Delta:</b></p>	

	<p>6/1/14: We have had a successful Advisory (Advocacy) program for 10+ years. It has been (and continues to be) an integral factor in our students' success</p> <p>10/1/14: Weekly meetings are providing more consistent time with advisory students; teachers have input into the lesson through the focus team representation. Weekly meetings are providing more consistent time with advisory students; teachers have input into the lesson through the focus team representation</p> <p>12/1/14: Weekly meetings are providing more consistent time with advisory students; teachers have input into the lesson through the focus team representation. Weekly meetings are providing more consistent time with advisory students; teachers have input into the lesson through the focus team representation. Although we have implemented a formal advisory/advocacy structure for 10+ years, our students and teachers had lost ownership of it that past few years, which resulted in poor survey responses from students. This year, we formed an Advisory focus team so teachers were integral in the development of advisory curriculum and activities. Also, we moved from meeting every other Wednesday to meeting weekly in advisory to increase the frequency with which students saw their advisors/advocates. The advisory team has also incorporated surveys to gather student feedback for</p>	<p>6/1/14: Teacher lost buy-in and ownership. Students lost their connection with their Advisor... especially after inclement weather (snow days) interrupted several Wednesdays throughout the winter months. Some students went a month without seeing their advisor. The format and curriculum map for Advisory needs to be reviewed and revitalized to better meet the needs of our students and to better support/compliment additional student support services offered at Iroquois</p> <p>10/1/14: There was some minor pushback from certain teachers and students due to not having special interest groups; some team members have been reassigned to another focus team (roles/responsibilities being reallocated); Need to add a reflective piece to the data book to use with student conversations each 6 weeks.</p> <p>12/1/14: There was some minor pushback from certain teachers and students due to not having special interest groups; some team members have been reassigned to another focus team (roles/responsibilities being reallocated); Need to add a reflective piece to the</p>	<p>The first three days of school will begin in Advisory groups; Advisory groups have been scheduled to meet weekly (as opposed to every-other-week like 2013-2014); PBIS can be incorporated into Advisory lessons; All teachers must consistently implement the lessons and goals for Advisory to ensure that students will be connected to at least one adult in the building that can serve as an advocate for the student when needed; Student Data Tracking books will be created to teach students how to goal-set, monitor their own progress, and reflect on their efforts (used in Advisory groups). We will have an Advisory Focus team this year to share the responsibility of creating a fluid and cohesive Advisory program for all students 9-12. This team will meet once per month and use the experience and feedback of 10+ teacher representatives</p> <p>10/1/14: Ideas for monitoring the implementation and effectiveness of the Advisory Program. Finalize the Student Data Handbook; Develop specific 9/10 lessons and 11/12 lessons; gather ideas and commit to a system for monitoring the implementation and effectiveness of the Advisory Program</p> <p>12/1/14: Ideas for monitoring the implementation and effectiveness of the Advisory Program. Finalize the Student Data Handbook; Develop specific 9/10 lessons and 11/12 lessons; gather ideas and commit to a system for monitoring the implementation and effectiveness of the Advisory Program</p>
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	improvement to the program, as well as developed lessons specific to 9 <sup>th</sup> /10 <sup>th</sup> grade and for 11 <sup>th</sup> /12 <sup>th</sup> grade. The younger students will focus on character development and the older students will focus on college and career readiness.	data book to use with student conversations each 6 weeks.	
Point Person: Chris Perkins		Review Date: 6/1/14; 10/1/14; 12/1/14	

Team Evidence:

- Observations
- Stakeholder interviews
- Stakeholder surveys
- Documents and artifacts
- School schedule

Team Supporting Rationale:

Documents (school schedule, sample lesson plans) indicate that the school implements a weekly Advisory Period in order to provide students with an on-campus advocate. Furthermore, an Advisory Focus Team was established to improve the activities and effectiveness of the Advisory Period.

Survey data is mixed with regard to the effectiveness of the student advocacy and advisory programs. Approximately 89 percent of staff indicated that they agree/strongly agree with the statement, "In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience." Seventy-seven percent of parents indicated that they agree/strongly agree with the statement, "My child has at least one adult advocate in the school." However, only 57 percent of students indicated that they agree/strongly agree with the statement, "My school makes sure there is at least one adult who knows me well and shows interest in my education and future."

Improvement Priority 8

Indicator 4.1	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
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.	1	2	2.86

4.1 Improvement Priority  <b>In collaboration with district and Kentucky Department of Education leaders, engage in periodic formal reviews of the alignment of personnel and resources deployed in the school to improve achievement and learning conditions. Use the process to evaluate the degree to which resources, personnel and services are effectively targeting school and student needs including the staffing of each classroom with certified/qualified teachers and the reduction of teacher turnover rate.</b>	School Rating	Team Rating
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	X
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence:

- Improvement Priority PDSA (inserted below under school supporting rationale)
- Site-Based Allocations
- Snapshot of master schedule
- Comprehensive master schedule
- Highly Qualified (HQ) LEAD Report
- Staff Directory
- Administrative Meeting Agendas/minutes
- Building Work-Order Lists and service requests (HEAT tickets)
- Budgets for Extended School Services and Professional Development
- Sample personnel request forms
- SBDM Policies
- Course Request Summaries for master scheduling
- Changes to staffing/personnel assignment (timeline)
- Survey Results and Implications

School Supporting Rationale:

Iroquois High School 2013 Leadership Diagnostic Monitoring Tool		
AdvancED Indicator: 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		
Improvement Priority:	PLAN (What are we trying to do/accomplish?)	DO (How will we work together to get better?)
In collaboration with district and Kentucky Department of Education leaders,	6/1/14: The principal reports that he is unable to fill two vacancies with qualified teachers, and that teacher turnover is an ongoing concern. Some reduction in teacher turnover has occurred in the last year. Other than the Diagnostic Review/Leadership	6/1/14: The principal, ILT, and administration routinely reviewed budget allocation, staffing needs/assignments, appropriation of space and time as documented

<p>engage in periodic formal reviews of the alignment of personnel and resources deployed in the school to improve achievement and learning conditions. Use the process to evaluate the degree to which resources, personnel and services are effectively targeting school and student needs including the staffing of each classroom with certified/qualified teachers and the reduction of teacher turnover rate.</p>	<p>Assessment process, there is not a time that school, system and state department of education leaders come together to evaluate the impact that personnel and resources dedicated to Iroquois High School are having on student achievement and improvement in conditions that support teaching and learning.</p> <p>10/1/14: The SBDM has written and revised a policy to review (biannually) how resources are being allocated. The principal shares staffing and budget updates with the SBDM each month.</p> <p>12/1/14: All classroom teaching positions have been secured (with the exception of a Chinese-certified teacher), and a recently vacated Math teacher. We absorbed the student schedules (from Chinese) into other elective courses. Interviews for a third assistant principal will commence the first week of December.</p>	<p>10/1/14: The policy includes what resources will be analyzed (financial, human, and physical)</p> <p>12/1/14: Mr. Perkins will meet with the Director of Financial Planning and Management in December to review the budget and position control report to ensure that financial resources have been allocated appropriately and efficiently. The Math vacancy is a result of our College/Career Ready Interventionist and Assessment Coordinator (CCRC) leaving to accept a position at another school. We hired a math teacher (from within) to assume the responsibilities of the CCRC; thus leaving a math class without a teacher. The vacancy has been posted to the job list and we are awaiting a slate of certified candidates to interview</p>	
	<p><b>STUDY</b> (What happened with regard to this plan?)</p>		<p><b>ACT</b> (What are our Next Steps?)</p>
	<p><b>Plus:</b></p>		<p><b>Delta:</b></p>
	<p>6/1/14: N/A</p> <p>10/1/14: The policy was just written and should be adopted in December. Our enrollment turned out to be higher than projected, which afforded us the capacity to purchase additional classroom teachers. As of 10/10/14, we have now hired 2 English teachers, and one ECE teachers.</p> <p>12/1/14: We have hired qualified teachers and instructional support personnel to fill nine vacated positions since August. Teacher and administrator vacancies are filled as quickly and effectively as possible; however, a reduction in funding, high staff turnover rates, and vacated positions since the start of school has</p>	<p>6/1/14: N/A</p> <p>10/1/14: Our funding for staffing has been reduced significantly leading into this school year (more than \$7K). We also began the school year without 2 English teachers, 1 ECE teacher, 1 Bilingual Associate Instructor. We also lost a Chinese teacher and a Science teacher due to them relocating. One of our three counselors resigned and took a position outside of our school district.</p> <p>12/1/14: Nine staff members have either</p>	<p>16/1/14: Low turnover this school year has led to the staff being more familiar with the vision and mission of Iroquois. Roles have been adjusted but the expectations are more clearly understood by all stakeholders.</p> <p>10/1/14: The first reading will take place in November; the second reading in December. The first review will take place in January and will include the analysis of appropriate evidence/data. Based upon the number of discipline referrals, evaluations of non-tenured teachers, additional responsibilities of turnaround requirements, Iroquois is in desperate need of additional funding for 2-3 more assistant principals. Funding has been secured to purchase a third assistant principal (at the expense of selling 1.5 teaching positions). We have "sold" 1.5 teaching positions back to our school district in order to purchase one additional assistant principal.</p> <p>12/1/14: Once our math vacancy is filled, we will begin another new teacher cohort to get all recently hired teachers indoctrinated into all secondary systems and structures for success (beyond essential curriculum, instruction, and assessment needs). We are also working to create additional priority teams (committees) to review our master schedule</p>

	<p>contributed to another complicated staffing environment. New teachers and administrators, once hired, can find it difficult to be indoctrinated into systems, policies, and practices that govern and lead the school due to their late hiring and placement.</p>	<p>geographically relocated, taken medical retirement, or taken promotions since school started. We desperately need to interview/hire a third assistant principal and a math teacher</p>	<p>structure, our resource allocation procedures, our budgeting process, and our hiring/interviewing structures.</p>
<p>Point Person: Chris Perkins (SBDM)</p>		<p>Review Date: 6/1/14; 10/1/14; 12/1/14</p>	

<p>Team Evidence:</p> <ul style="list-style-type: none"> <li>• Documents and artifacts</li> <li>• Stakeholder surveys</li> <li>• Stakeholder interviews</li> </ul>
<p>Team Supporting Rationale:</p> <p>Through interviews and review of documents/artifacts, the team was able to confirm that school leadership has reduced the teacher turnover rate significantly in the last two years. In addition, all courses are taught by certified teachers and no long-term vacancies exist in the school. The team notes that the Iroquois High School Self-Assessment report indicates the lack of an English Language Learner teacher, overworked ECE staff, and fewer Assistant Principals and security guards than needed.</p> <p>Survey data suggests varying agreement among parents and teachers regarding the existence of qualified staff members. Eighty-four percent of teachers and 72 percent of parents agree/strongly agree the school has qualified staff members to support student learning. Some staff report satisfaction with staffing levels and others believe additional staff is needed.</p>

Improvement Priority 9

<p><b>Indicator 5.1</b></p>	<p><b>2012-13 Team Rating</b></p>	<p><b>2014-15 School/District Rating</b></p>	<p><b>2014-15 Team Rating</b></p>
<p>The school establishes and maintains a clearly defined and comprehensive student assessment system.</p>	<p>1</p>	<p>3</p>	<p>2.28</p>

5.1 Improvement Priority	School Rating	Team Rating
<b>Refine existing processes to ensure that the data from the comprehensive student assessment system are being used to evaluate the effectiveness of classroom instruction and guide its improvement.</b>		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	X
This Improvement Priority has been partially addressed.		
There is little or no evidence that this Improvement Priority has been addressed.		

School Evidence:

- Improvement Priority PDSA (inserted below under school supporting rationale)
- 11-12 School Report Card
- 12-13 School Report Card
- 13-14 School Report Card
- 14-15 Quarterly Report Monitoring Tool
- Assessment System
- Classroom Assessment System and Community Access Dashboard for Education (CASCADE) Data (showing NAPD for common assessments)
- Description of Delivery Target Data Boards
- Evaluation tool used to improve locally-developed assessments
- Evidence that JCPS assessments are reliable compared to End-of-course (EOC) exams
- Example of assessment data used to modify instruction
- Survey Results and Implications

School Supporting Rationale:

Iroquois High School 2013 Leadership Diagnostic Monitoring Tool		
<b>AdvancED Indicator: 5.1</b>		
The school establishes and maintains a clearly defined and comprehensive student assessment system.		
Improvement Priority:	<b>PLAN</b> (What are we trying to do/accomplish?)	<b>DO</b> (How will we work together to get better?)
Refine existing processes to ensure that the data from the comprehensive student assessment system are being	6/1/14: The degree to which ongoing data sources guide teachers and school leaders in identifying and utilizing multiple instructional strategies, including differentiation techniques, and the use of other highly effective learning activities that more authentically engage students in their learning is very limited. The results from the student assessment data should be used to intentionally monitor effectiveness of the	6/1/14: Our staff has come to embrace the PDSA process  10/1/14: CASCADE data is reviewed by department chairpersons, Goal Clarity Coach, and principal each quarter to ensure student progress is adequate

<p>used to evaluate the effectiveness of classroom instruction and guide its improvement.</p>	<p>delivery of the aligned rigorous curriculum.</p> <p>10/1/14: CASCADE is utilized to monitor the results of proficiency assessments. A common assessment protocol needs to be developed that all PLCs could use to review common formative assessments and make Study/Act plans. Data boards for EOC, CCR, and non-cognitive information is available in the fishbowl. Many teachers utilize a version of the data-boards in their rooms to ensure students are informed of their standing.</p> <p>12/1/14: Improve student performance data.</p>	<p>12/1/14: By developing common assessments and analyzing evidence of student learning, we will continue to improve our instruction and target our interventions based on data from PLC assessments, as well as JCPS provided Diagnostic and Proficiency exams. We will also improve CCR skills by embedding the college readiness standards into our coursework. All of these efforts will be measured by the CCR and K-PREP tests.</p>
<p><b>STUDY</b> (What happened with regard to this plan?)</p>		<p><b>ACT</b> (What are our Next Steps?)</p>
<p style="text-align: center;">Plus:</p>		<p style="text-align: center;">Delta:</p>
<p>6/1/14: N/A</p> <p>10/1/14: CASCADE allows for assessment/data collection according to students' mastery of standards. We have a system to track whether we are meeting delivery targets in EOC classes.</p> <p>12/1/14: We have collected two rounds of assessment data and analyzed it to make improvements to instruction and interventions. We have embraced the PDSA (plan, do, study, act) process to continuously improve both student learning based on summative and formative assessments. Assessments include CCR and K-PREP tests, as well as district-created proficiency exams and PLC developed assessments (data stored in CASCADE). In order to monitor the PDSA process effectively, we use the Quarterly Report developed by KDE to regularly collect and analyze assessment data in order to improve instruction and learning. KDE School report card data indicates that</p>	<p>6/1/14: N/A</p> <p>10/1/14: The first quarter's data has yet to be reviewed because assessments have not been administered yet. We have yet to review assessment data because we are only scheduled to scan and review it in CASCADE once a quarter.</p> <p>12/1/14: We are behind the delivery target in most content areas.</p>	<p>6/1/14: CASCADE is utilized to monitor the results of proficiency assessments. A common assessment protocol needs to be developed that all PLCs could use to review common formative assessments and make Study/Act plans. Data boards for EOC, CCR, and non-cognitive information is available in the fishbowl. Many teachers utilize a version of the data-boards in their rooms to ensure students are informed of their standing.</p> <p>10/1/14: We have established the number of students who need to P/D in order to meet delivery targets so when we start collecting assessment data we know where we stand. Review assessment data for core content classes at the end of the first quarter.</p> <p>12/1/14: We will continue to deconstruct curriculum into manageable learning targets, formatively assess them, make instructional modifications, and target students for interventions in order to improve student learning.</p>

	our CCR and K-PREP student performances are improving.		
Point Person: Chris Perkins		Review Date: 6/1/14; 10/1/14; 12/1/14	

Team Evidence:

- Classroom observations
- Stakeholder surveys
- Stakeholder interviews
- Documents and artifacts
- Student performance data

Team Supporting Rationale:

Observations, interviews, and review of documents and artifacts indicate that students are assessed in most subjects weekly. Further, PLCs use the data from these common assessments to map both student achievement and the extent to which curriculum and instruction were related to student outcomes. As indicated previously in this report, the use of the Fundamental Five seems nearly universal, with regular walkthroughs providing data that leads to professional development activities. In surveys, 86 percent of staff indicated that they agree/strongly agree with the statement, "Our school uses multiple assessment measures to determine student learning and school performance."

Improvement Priority 10

Indicator 5.5	2012-13 Team Rating	2014-15 School/District Rating	2014-15 Team Rating
Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.	1	3	1.71

5.5 Improvement Priority  <b>Further develop strategies to more effectively communicate comprehensive information about student learning to all stakeholders.</b>	School Rating	Team Rating
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.		

School Evidence:

- Improvement Priority PDSA (inserted below under school supporting rationale)
- Leadership, Communication and Monitoring
- Catching up w/ the Corner Office Staff Retreat Presentation
- Priority Improvement Planning
- Goals and Delivery Targets (for Handbook)
- SBDM Policies
- 14-15 Quarterly Report Monitoring Tool
- Student Data Handbook
- Staff Professional Developments
- CCR Tracking
- Iroquois ELEOT data from Pre-Diagnostic Review (October 2014)
- Summary data from October review used to improve learning environments
- October 2014 Pulse Check
- Raider Nation Newsletter
- Survey Results and Implications

School Supporting Rationale:

<b>Iroquois High School</b> <b>2013 Leadership Diagnostic Monitoring Tool</b>
<b>AdvancED Indicator: 5.5</b>
Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

<p>Improvement Priority:</p> <p>Further develop strategies to more effectively communicate comprehensive information about student learning to all stakeholders</p>	<p style="text-align: center;"><b>PLAN</b> (What are we trying to do/accomplish?)</p>		<p style="text-align: center;"><b>DO</b> (How will we work together to get better?)</p>
	<p>6/1/14: There is limited evidence that the school has developed a systematic process for communicating to all stakeholder groups the results of student learning. Interviews with students indicate that they are unaware of the latest school-wide results from the Unbridled Learning Assessment and Accountability System. Many students indicated that they have not received the results from their End-of-Course or PLAN assessments and were unaware of the improvements needed to meet those benchmarks.</p> <p>10/1/14: Meetings involving the entire faculty are going to occur more regularly and be driven by the needs of the school as determined by the walkthrough and/or student performance data. Other important information will be put forth at a minimum of every morning where teachers sign-in.</p> <p>12/1/14: Improve communication of progress to stakeholders</p>		<p>6/1/14: Data Boards; Staff meetings, professional development(s) based upon student formative assessment performance.</p> <p>10/1/14: We will use scheduled meeting times, email, department chairpersons, newsletters, social media (i.e., twitter), and the school website to communicate information about student learning.</p> <p>12/1/14: We have shared student learning progress and data in a whole-staff faculty meeting, and have shared information with parents at Open House and in mailings. We also use social media to communicate our progress</p>
	<p style="text-align: center;"><b>STUDY</b> (What happened with regard to this plan?)</p>		<p style="text-align: center;"><b>ACT</b> (What are our Next Steps?)</p>
	<p style="text-align: center;"><b>Plus:</b></p> <p>6/1/14: N/A</p> <p>10/1/14: Time in the calendar has been reserved for faculty meetings and Open House. Teachers, advisors, and administrators have been contacting parents regularly to discuss student learning.</p> <p>12/1/14: Survey feedback indicated stakeholders felt informed about learning progress. In order to provide stakeholders with more regular and effective communication regarding student learning and the conditions that support it, the school calendar includes more faculty meetings this year, as well as maintaining Open House, Parent-Teacher conferences, and other family/community events in which progress toward school goals is shared. Also, we have developed an effective use of online communication resources like the revamped school</p>	<p style="text-align: center;"><b>Delta:</b></p> <p>6/1/14: Consistent process for communication with all student groups is still lacking</p> <p>10/1/14: There is no way to determine whether information conveyed online has been consumed by stakeholders.</p> <p>12/1/14: We haven't been effective in communicating with every household.</p>	<p>6/1/14: Meetings involving the entire faculty are going to occur more regularly and be driven by the needs of the school as determined by the walkthrough data. Other important information will be put forth at a minimum of every morning where teachers sign-in.</p> <p>10/1/14: Open House, parent-teacher conferences, and Gold Days will be used to further communicate with stakeholders.</p> <p>12/1/14: We will update our school website with progress information for the public.</p>

	website and twitter feed to promote progress toward improvement goals.		
Point Person: Chris Perkins		Review Date: 6/1/14; 10/1/14; 12/1/14	

Team Evidence:

- Stakeholder survey data
- Stakeholder interviews
- Review of documents and artifacts

Team Supporting Rationale:

Survey results assessing the extent to which families are kept apprised of student achievement and engaged in school activities are mixed. On one hand, parents tend to agree that they are offered opportunities to be involved in school activities and informed of their child’s progress. On the other hand, neither students nor staff believes parents are sufficiently informed or involved. For example, 71 percent of students indicated that they agree/strongly agree with the statement, “Our school communicates effectively about the school’s goals and activities.” However, only 40 percent of staff indicated in surveys that they agree/strongly agree with the statement, “In our school, all school personnel regularly engage families in their children’s learning progress.”

Documents and artifacts confirm school leadership’s efforts to provide families with opportunities to learn about school programs and individual academic progress through school-sponsored activities such as Open House/Orientation Meeting, Parent-Teacher Conference periods, and Culture Fair. However, sign-in sheets show low attendance at these events.

## **Stakeholder Survey Plus/Delta**

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

### **Teaching and Learning Impact**

(Standards 3 and 5)

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

1. 89 percent of staff strongly agree/agree with the statement, "Our school uses data to monitor student readiness and success at the next level."
2. 87 percent of staff strongly agree/agree with the statement, "Our school leaders support an innovative and collaborative culture."
3. 79 percent of parents strongly agree/agree with the statement, "My child has access to support services based on his/her identified needs."
4. 77 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."

**$\Delta$  Delta:**

1. 50 percent of students strongly agree/agree with the statement, "All of my teachers change their teaching to meet my learning needs."
2. 40 percent of staff strongly agree/agree with the statement, "In our school, all school personnel regularly engage families in their children's learning progress."
3. 46 percent of staff strongly agree/agree with the statement, "All teachers in our school provide students with specific and timely feedback about their learning."

### **Leadership Capacity**

(Standards 1 and 2)

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

1. 79 percent of parents strongly agree/agree with the statement, "Our school's purpose statement is clearly focused on student success."
2. 98 percent of staff strongly agree/agree with the statement, "Our school's purpose statement is clearly focused on student success."
3. 91 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."

**Δ Delta:**

1. 50 percent of students strongly agree/agree with the statement, “All my teachers change their teaching to meet my learning needs.”
2. 53 percent of staff strongly agree/agree with the statement, “Our school’s governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.”
3. 40 percent of staff strongly agree/agree with the statement, “In our school, all school personnel regularly engage families in their children’s learning progress.”

**Resource Utilization**

(Standard 4)

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

1. 79 percent of parents strongly agree/agree with the statement, “Our school ensures that the facilities support student learning.”
2. 87 percent of staff strongly agree/agree with the statement, “Our school provides qualified staff members to support student learning.”
3. 77 percent of students strongly agree/agree with the statement, “In my school programs and services are available to help me succeed.”

**Δ Delta:**

1. 57 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.”
2. 42 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.”
3. 55 percent of staff strongly agree/agree with the statement, “Our school maintains facilities that contribute to a safe environment.”

**High School Student Performance Data**  
**November 25, 2014**  
**School Performance Results**

**Annual Measurable Objective (AMO)**

<b>Year</b>	<b>Prior Year Overall Score</b>	<b>AMO Goal</b>	<b>Overall Score</b>	<b>Met AMO Goal</b>	<b>Met Participation Rate Goal</b>	<b>Met Graduation Rate Goal</b>
<b>2013-2014</b>	51.1	52.1	58.5	Yes	Yes	No
<b>2012-2013</b>	34.4	35.4	40.5	Yes	Yes	Yes

**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)**

<b>Content Area</b>	<b>%P/D School (11-12)</b>	<b>%P/D State (11-12)</b>	<b>%P/D School (12-13)</b>	<b>%P/D State (12-13)</b>	<b>%P/D School (13-14)</b>	<b>%P/D State (13-14)</b>
<b>English II</b>	28.6	52.2	19.8	55.8	25.9	55.4
<b>Algebra II</b>	30.1	40.0	19.8	36.0	22.1	37.9
<b>Biology</b>	12.6	30.3	25.7	36.3	29.8	39.8
<b>U.S. History</b>	19.9	39.5	13.6	51.3	42	58.0
<b>Writing</b>	33.3	43.9	24.6	48.2	23.5	43.3
<b>Language Mech.</b>	15.2	50.7	12.2	51.4	16.9	49.9

**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	12.3	16.1	12.5	16.6	12.7	16.5
Math	13.7	16.8	13.4	17.1	14.1	16.9
Reading	13.3	16.6	13.1	16.8	13.4	16.7
Science	15.2	17.9	15.4	18.1	15.7	18.1
Composite	13.8	17.0	13.7	17.3	14.1	17.2

**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	12.9	18.4	13.5	18.4	13.1	18.7
Math	15.9	18.8	16.4	18.9	15.9	19.2
Reading	14.6	19.0	15.0	19.4	15.1	19.6
Science	14.9	19.1	15.9	19.5	15.7	19.6
Composite	14.7	19.0	15.4	19.2	15.0	19.4

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

Tested Area (2013-2014)	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	42.2	22.9	No	42.1	21.8	No
Reading	42	24.4	No	41.7	22.8	No
Math	42.3	21.3	No	42.5	20.8	No
Science	29.9	26.7	No	29.7	26.4	No
Social Studies	34.5	39.6	Yes	33.0	39.4	Yes
Writing	44.2	21.1	No	43.6	20.7	No

Program Reviews 2013-2014						
Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development (3 pts possible)	Administrative / Leadership Support (3 pts possible)	Total Score (12 points possible)	Classification
Arts and Humanities	1.76	2.00	1.89	1.70	7.4	Needs Improvement
Practical Living	2.10	2.00	2.11	1.92	8.1	Proficient
Writing	1.72	1.50	1.78	1.71	6.7	Needs Improvement

#### School College and Career Ready Delivery Target (2013-2014)

Tested Area (2013-2014)	College and Career Readiness Delivery Target	Actual Score	Average Score State	Met Target (Yes or No)
College and Career Readiness	46	47.5	62.5	Yes

#### Summary of Student Performance Data:

School Report Card data for 2013-14 indicates that Iroquois met its AMO goal but did not meet its graduation rate goal. The percentage of students scoring at proficient or distinguished levels on Biology and U.S. History End-of-Course (EOC) exams doubled between the 2011-2012 and 2013-2014 academic years. However, scores in English II, Algebra II, and writing decreased between the 2011-2012 and 2013-2014 academic years. K-PREP scores in Language Mechanics also show a decrease from 2011-2012 to 2012-2013. However, the percentage of students scoring at proficient and distinguished levels decreased by 1.7 percent from 2011-2012 to 2013-2014. K-PREP trend data from 2011-12 to 2013-2014 indicates that the school lags considerably behind the state average in the percentage of students scoring at proficient and distinguished levels in all assessed content areas.

Average scores on the PLAN assessment administered at grade 10 show fluctuations of 0.5 points or less in all assessed content areas from 2011-2012 to 2013-2014. Although there have been minimal changes in PLAN scores, there have been slight increases in all content areas from 2011-2012 to 2013-2014. The average composite PLAN score increased from 13.8 in 2011-2012 to 14.1 in 2013-2014.

Average scores on the ACT show a positive trend from 2011-2012 to 2012-2013. However, average scores for the 2013-2014 academic year show slight decreases in English, math, and science. In contrast, reading scores increased by 0.1 from 2012-2013 to 2013-2014. The average ACT composite score increased from 14.7 in 2011-2012 to 15.0 in 2013-2014. Both PLAN and ACT scores in all assessed content areas are below state averages.

The School Report Card indicates that proficiency delivery targets for the percentage of students scoring at proficient and distinguished levels were not met for reading, math, science, writing, and the combined areas of reading and math. The percentage of students scoring at proficient and distinguished levels in social studies exceeds the proficiency delivery target by 5.1 percentage points. 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 the combined areas of reading and math. Students in the non-duplicated gap group are 6.4 percentage points above their gap delivery target for the percentage of students scoring at the proficient and distinguished levels.

Arts & humanities and writing program reviews show that both are classified as *needs improvement* with a total score of 7.4 in arts & humanities and 6.7 in writing out of a possible twelve points. The total score for the practical living program review is 8.1, which is classified as *proficient*. The writing program review scores are consistently lower in the areas of curriculum and instruction, formative and summative assessment, and professional development, which correlate to the declining trend in writing achievement at the school.

The school did meet its College and Career Readiness Delivery Target for the 2013-2014 school year. The average state score was 62.5 compared to Iroquois's score of 47.5.

## Guidelines for Analysis of AdvancED Survey Data

In analyzing stakeholder survey data, teams are encouraged to carefully examine the percentage of stakeholders who responded that they “Agree” or “Strongly Agree” with the survey item. The combined percentage of “Agree” and “Strongly Agree” responses is an indication of the extent to which the condition, practice, policy, etc., identified in the survey item exists in the school based on stakeholder perceptions.

“Neutral” responses, which indicate stakeholder ambivalence to the survey item, may stem from many factors including:

- lack of understanding about the survey item
- ineffective communications
- insufficient information to form a perception
- others

Accordingly, “Neutral” indicates that the respondent cannot confirm the existence of the favorable practice or condition in the school.

What follows are **guidelines** for the interpretation of survey results. Team members and Lead Evaluators are **STRONGLY** cautioned that these are general **guidelines** intended to help teams determine indicator ratings and provided solely to help for teams understand and discuss survey results. They should not be considered rigid rules.

Therefore, the following **guidelines** for interpreting results from stakeholder surveys are provided, using the same “4, 3, 2, 1” rating scale, as used for final indicator ratings.

**Strong Agreement** – (Percent Strongly Agree/Agree is 90% and Above = 4 Rating)

“Strong Agreement” indicates that stakeholders’ perceptions unequivocally confirm the existence of the condition, practice, policy, etc., and its widespread, consistent or systematic application across the school.

**Agreement** – (Percent Strongly Agree/Agree is 80 - 89% = 3 Rating)

“Agreement” indicates that the perceptions of a clear majority of stakeholders can confirm the existence of the condition, practice, policy, etc. However, “Agreement” may also suggest that the favorable condition, practice, etc., is not entirely consistent across the school. Revised approaches and strategies leading to more systematic implementation would be a possible leverage point for improvement.

**Limited Agreement** – (Percent Strongly Agree/Agree is 70-79% = 2 Rating)

“Limited Agreement” indicates mixed results and clearly signals a leverage point for improvement. It suggests that while a percentage of stakeholders’ perceptions may confirm the existence of the favorable condition, practice, policy, etc., a significant portion of stakeholders cannot confirm its consistent or systematic application across the school. These results suggest that the condition, practice, etc., while present in the school, may be random, inconsistent, sporadic, irregular, etc.

**Absence of Agreement** - (Percent Strongly Agree/Agree is below 70% = 1 Rating)

“Absence of Agreement” indicates that a significant portion of stakeholders cannot confirm the existence of the favorable condition, practice, policy, etc., and/or its widespread and consistent application. The absence of stakeholder agreement clearly signals a leverage point for improvement.

Results from AdvancED Surveys are directly related to the AdvancED Standards and each Standard’s underlying indicators. As such, the results from surveys should be interpreted in a similar fashion as Team Members and Lead Evaluators do when determining a final rating for a particular indicator or Standard where Team Members and Lead Evaluators determine how closely the evidence they have supports an ideal criterion, as described in the rating rubrics. Thus, a rating of “4” indicates that evidence supports a very high degree of alignment/adherence to an Indicator, while a

“3” indicates less alignment/adherence, etc. down to a rating of “1.” Ultimately, the results of the surveys are simply providing information about the existence, or absence, of the specific conditions, practices, policies outlined in the Standards and Indicators based on the opinion of various stakeholder groups.

Similarly, the results from surveys provide evidence as to how closely students, teachers, parents, etc. think the school meets the requirements of a given AdvancED Standard or Indicator. Thus, simply relying on comparing the results from a single school to, for example, the average results from similar schools or the entire AdvancED Network does not provide information as to how well the school is performing in relation to the criteria set by the Standards and Indicators but rather shows only how the school is performing compared to other schools.

Surveys are only one part of a much larger conversation about how a school is performing relative to the AdvancED Standards and Indicators. It may be that, for example, the survey results would provide a lower rating than other evidence. In that case, just like any other final decision, the team would weigh the preponderance of evidence to make a final determination.





## Leadership Capacity

Indicator	Parent Survey		Student Survey						Staff Survey	
	Survey Item	%agree/ strongly agree	ms/hs Survey Item	%agree/ strongly agree	Elem. (3-5) Survey Item	%agree/ strongly agree	Early elem. (K-2) Survey Item	%agree/ strongly agree	Survey Item	%agree/ strongly agree
1.1	1	79.43	2	67.07	1		1		1	98.11
1.1	2	70.81			2				2	73.58
1.1					5					
1.2	6	76.42	3	66.21					3	80.77
1.2	10	74.47	8	65.71					4	81.14
1.2	11	70.93	10	63.02					9	84.61
1.2									26	63.46
1.3	3	75.96	5	69.16					5	90.57
1.3	8	71.95	17	49.52					49	69.81
1.3	33	66.91							53	86.54
2.1										
2.2	4	65.94							6	66.04
2.3	5	64.66							7	52.83
2.4	6	76.42	8	65.71	1		3		5	90.57
2.4	7	72.15	10	63.02	4				8	86.8
2.4									9	84.61
2.4									10	71.7
2.4									11	69.81
2.5	9	69.93	13	51.23	10				14	60.38
2.5	15	69.79	21	56.43	18				15	77.36
2.5	16	67.37	30	51.93					34	39.63
2.5	17	72.86	31	51.58					35	58.49
2.5	35	68.75								
2.6									12	67.92
2.6									13	56.61

## Resource Utilization

Indicator	Parent Survey		Student Survey						Staff Survey	
	Survey Item	%agree/ strongly agree	ms/hs Survey Item	%agree/ strongly agree	Elem. (3-5) Survey Item	%agree/ strongly agree	Early elem. (K-2) Survey Item	%agree/ strongly agree	%agree/ strongly agree	Survey Item
4.1	24	72.14							36	86.54
4.2	25	65.25	25	62.47					37	77.36
4.2	27	71.63	26	56.82					38	50.94
4.2	31	64.7							39	73.08
4.2	32	67.65							40	62.26
4.3	26	65.25	23	48.6	14		10		45	79.24
4.3	30	79.28							46	54.72
4.4	27	71.63	25	62.47	15		11		36	86.54
4.4									40	62.26
4.5			26	56.82	16		12		41	42.31
4.6	29	77.31	1	76.85					44	73.59
4.6			28	64.6						
4.7	28	71.22	1	76.85					43	67.93
4.7			29	63.8						

## 2015 School Diagnostic Review Schedule

### Iroquois High School

4615 Taylor Blvd

Louisville, KY 40215

(502) 485-8269

Principal Chris Perkins' cell # (502) 439-9859

**Sunday January 11<sup>th</sup>, 2015**

Time	Event	Where	Who
3:00 p.m.	Hotel Check-in	Hotel	Diagnostic Review Team
4:00 - 5:30	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team
5:30 – 6:30	Dinner		Diagnostic Review Team
6:30 – 7:30	<p>Principal's Standards/Overview 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? 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.</li> <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> <li>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.</li> </ol>	Hotel Conference Room	Diagnostic Review Team
7:30 – 8:30	<p>Team Work Session #1 (Agenda provided by Lead Evaluator)</p> <ul style="list-style-type: none"> <li>• Review initial indicator ratings.</li> <li>• Review team schedule and individual team member responsibilities</li> <li>• Review classroom observation procedures and interview procedures</li> <li>• Prepare questions for principal interview</li> <li>• Determine other questions that the team needs to have answered</li> </ul>		

**Monday January 12<sup>th</sup>, 2015**

Time	Event	Where	Who	
	Breakfast	Hotel	Diagnostic Review Team	
7:30 a.m.	Team arrives at school. The College/Career Room has been set-up to accommodate the team as a workspace and team meeting area	School office	Diagnostic Review Team	
8:00 – 9:30	Principal interview	Main Office Conference Room	Diagnostic Review Team	
9:30 – 11:30	Begin school and classroom observations (see page 6 for Observation Schedule)	According to Master Schedule	Diagnostic Review Team (working in pairs or as individuals)	
<b>11:30 - 12:15 Lunch &amp; Team Meeting</b>			<b>Diagnostic Review Team</b>	
12:30 – 3:45	<ul style="list-style-type: none"> <li>School and classroom observations continue (see page 6 for Observation Schedule)</li> <li>Review of paper artifacts and documentation that could not be provided electronically (College/Career Room)</li> <li>(Electronic documents and artifacts were provided to the AdvancED Team Leader via SmartSheet. They are organized by standards and indicators. Electronic copies are also available for team review via USB Flash-Drives provided by Principal Sunday evening.</li> </ul>			
	Monday	<b>Main Office Conference Room</b>	<b>Main Office Fishbowl</b>	<b>Resource Team Office (Room 102)</b>
	12:30 – 1:00	Science Teacher	Math Teacher	
	1:00 – 1:30		ESL Resource Teacher	Education Recovery Leader
	1:30 – 2:00	ECE Teacher	Social Studies Teacher	New Teacher Mentor
	2:00 – 2:45	Parent Group #1	Instructional Coordinator	Literacy Goal Clarity Coach
	2:45 – 3:15	Music Teacher	Social Studies Teacher	Freshman Academy Coordinator & Behavior Coach
	3:15 – 3:45	Counselor	Counselor	Counselor
3:00 – 4:00	<b>Governing Body Meeting - Site-Based Advisory Council (*Pre-Cursor to Site-Based Decision Making Council "SBDM")</b>	Main Office Conference Room	Diagnostic Review Team (working in pairs or as individuals)	
4:00	Team returns to hotel		Diagnostic Review Team	
5:30 – 6:30	Dinner		Diagnostic Review Team	
6:30 – 9:00	Evening Work Session #2 (Agenda provided by Lead Evaluator) <ul style="list-style-type: none"> <li>Tabulate classroom observation data from Day #1</li> <li>Reach consensus on second ratings for all indicators</li> <li>Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities</li> <li><b>Begin DRAFTING the DR Report, i.e., eleot ratings summaries, Improvement Priorities, Summary of the Team's Activities, etc.</b></li> <li>Prepare for Day 2</li> </ul>	Hotel conference room	Diagnostic Review Team	

## Tuesday January 13<sup>th</sup>, 2015

Time	Event	Where	Who	
	Breakfast	Hotel	Diagnostic Review Team	
7:30 a.m.	Team arrives at school	College/Career Room	Diagnostic Review Team	
7:45 – 11:15	<ul style="list-style-type: none"> <li>School and classroom observations (see page 6 for Observation Schedule)</li> <li>Continue artifact review as necessary not completed on day #1 (College/Career Room)</li> <li>Continue interviews as necessary not completed on day #1</li> </ul>			
	Tuesday	<b>Main Office Conference Room</b>	<b>Main Office Fishbowl</b>	<b>Resource Team Office (Room 102)</b>
	7:45 – 8:15	Career/Technical Education Teacher	ECE Teacher	
	8:15 – 9:00	Student Group #1	Support Staff Interviews	
	9:00 – 9:30	English Teacher	English Teacher	
	9:30 – 10:15	Student Group #2		
	10:15 – 10:45	English Teacher	English as a Second Language Teacher	
	10:45 – 11:15	Education Recovery Director	Math Teacher	
<b>11:15 – 12:00 Lunch &amp; Team Meeting</b>			<b>Diagnostic Review Team</b>	
12:00 - 4:00	<ul style="list-style-type: none"> <li>School and classroom observations (see page 6 for Observation Schedule)</li> <li>Artifacts review (College/Career Room)</li> <li>Complete interviews as necessary</li> </ul>			
	Tuesday	<b>Main Office Conference Room</b>	<b>Main Office Fishbowl</b>	<b>Resource Team Office (Room 102)</b>
	12:30 – 1:00	Science Teacher	English Teacher	
	1:00 – 1:45	Assistant Superintendent		
	1:45 – 2:15	Business Teacher	ARC Chairperson	ECE Consulting Teacher
	2:15 – 3:00	Parent Group #2	Education Recovery Specialist	College/Career Readiness Assessment & Intervention Coordinator; Technology Coordinator
	3:00 – 3:30	Assistant Principal	Assistant Principal	Assistant Principal
	3:30 – 4:00			
2:30 – 4:00	<b>Instructional Leadership Team Monthly Meeting Professional Learning Community Team Meetings</b>		Library	
5:30 – 6:30	Dinner		Diagnostic Review Team	
6:30 – 9:30	Evening Work Session #3 (Agenda provided by Lead Evaluator) The team should examine and reach consensus on: <ul style="list-style-type: none"> <li>Final ratings for standards and indicators</li> <li>Powerful Practices (indicators rated at 4)</li> <li>Opportunities for Improvement (indicators rated at 2)</li> <li>Improvement Priorities (indicators rated at 1 or 2)</li> <li>Summary overview for each standard</li> <li>Learning Environment narrative</li> <li>(Optional) Identification of Promising Practices which can be linked to a specific indicator. These can be emerging or newly initiated processes,</li> </ul>		Hotel Conference Room  Diagnostic Review Team	

	<p>approaches or practices that, when fully implemented, have the potential to significantly improve the indicator rating improve performance or the effectiveness of the school/district.</p> <ul style="list-style-type: none"> <li>Principal Debriefing PowerPoint presentation</li> </ul>		
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### Wednesday January 14<sup>th</sup>, 2015

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team
7:30 a.m.	Check out of hotel and departure for school	Hotel	Diagnostic Review Team
8:00 – 11:00	<p>Final Team Work Session</p> <ul style="list-style-type: none"> <li>All team members review all components of the Diagnostic Review team's findings including:</li> <li>Final ratings for standards and indicators</li> <li>Coherency and accuracy of the Opportunities for Improvement, Improvement Priorities, Powerful Practices</li> <li>Summary overview for each standard (in each standard workbook)</li> <li>Brief narrative that further expands upon the individual learning environment ratings</li> <li>Principal's Debriefing Conference PowerPoint presentation</li> </ul>	College/Career Room	Diagnostic Review Team (working in pairs or as individuals)
11:00 – 2:30	Complete written report Peer reviewing and editing		Diagnostic Review Team
11:30 - 12:30	Working Lunch		Diagnostic Review Team
12:30 – 1:30	Kentucky Department of Education Leadership Determination Session		Diagnostic Review Team
2:00 – 2:15	<p>Exit Report with the principal</p> <p>The Exit Report will be a brief meeting for the Lead Evaluator and team members to express their appreciation for hosting the on-site review to the principal. All substantive information regarding the Diagnostic Review will be delivered to the principal and system leaders in a separate meeting to be scheduled later.</p> <p><u>The Exit Report will not be a time to discuss the team's findings, ratings, individual impressions of the school, make evaluative statements or share any information from the Diagnostic Review Team report.</u></p>	Main Office Conference Room	Diagnostic Review Team



# School Diagnostic Review Summary Report

## Iroquois High School

### Jefferson County Public Schools

**1/11/2015 – 1/14/2015**

The members of the Iroquois 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 have the ability to lead the intervention and should remain as principal of Iroquois 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 Iroquois High School.

Principal, Iroquois High School

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

Superintendent, Jefferson County Public Schools

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