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April 21, 2016

Dr. Donna Hargens, Superintendent  
Jefferson County Public Schools  
3332 Newburg Road  
Louisville, KY 40218

Dear Superintendent Hargens:

In March of 2016, the Kentucky Department of Education (KDE) has conducted a District Diagnostic Review of the Jefferson County Public Schools in accordance with 703 KAR 5:260. The Jefferson County Diagnostic Review determined that the district does have the capacity to manage the intervention of Jefferson County's 18 Priority Schools. The Diagnostic Review indicated that the district engaged in a reorganization process to better serve schools. A Priority School Director has been established to focus on the individual needs of Priority Schools since the last diagnostic review.

The District Diagnostic Review identified improvement priorities that district leadership must incorporate into the district comprehensive improvement plan. A monitoring system should be created to ensure that the district is implementing the improvement plan with fidelity in order to meet the needs of all Jefferson County students.

Specific attention must be focused on developing a culture of differentiated support and accountability for all Jefferson County Schools, but especially the Priority Schools. This should include a laser like focus on closing the achievement gap and providing effective professional learning opportunities for teachers and administrators. Also, district leadership should continue to establish district level systemic approach to support and monitor the continuous improvement of the Priority Schools in the district. Because of the intentional efforts undertaken by the district, I believe the district has the continued capacity to lead these efforts.

Your leadership is crucial in making sure that the improvement priorities identified in the report are addressed and intentional support is provided to all Priority Schools in Jefferson County. I am confident that you will use the findings of the report to ensure that all Jefferson County students are receiving an equitable education that will ensure all students graduate college- and career-ready.

Sincerely,

A handwritten signature in blue ink that reads "Step L Pruitt".

Stephen L. Pruitt, Ph.D.  
Commissioner of Education

SLP/KF/vb

# Report of the Diagnostic Review Team for Jefferson County

3332 Newburg Rd  
Louisville  
KY 40218  
US

**Donna Hargens**

**Date: March 20, 2016 - March 23, 2016**



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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

Jefferson County Public Schools (JCPS) hosted a system Diagnostic Review on March 20 - 23, 2016 which followed the completion of school level Diagnostic Reviews in nine Priority Schools: 1) Byck Elementary, 2) Moore Traditional Middle, 3) Frederick Law Olmstead Academy, 4) Roosevelt-Perry Elementary, 5) Stuart Middle, 6) The Academy @ Shawnee, 7) Thomas Jefferson Middle, 8) Western Middle and 9) Westport Middle. The JCPS Diagnostic Review Team consisted of ten educators representing the Kentucky Department of Education, Kentucky schools and systems, and AdvancED. All Team Members received training on the AdvancED Diagnostic Review process, and nine Team Members have previously served on Diagnostic Review

teams. More detailed biographical information about each Team Member is included in the addendum to this report.

The Diagnostic Review Team wishes to express its appreciation to the staff and stakeholders of Jefferson County Public Schools for the thoughtful, thorough, and honest self-analysis which was carried out prior to the on-site Diagnostic Review. The Team frequently noted that the Internal Review documents, such as the Self Assessment, consistently represented a realistic appraisal of conditions, practices, culture, etc. System leaders are commended for their efforts to conduct the Internal Review through an inclusive and collaborative process that involved Priority Schools principals as well as key system leaders. The Team is also grateful to board of education members, system staff, KDE Educational Recovery Staff, Priority Schools principals and other stakeholders who were open and candid in their responses to interview questions. In addition, the Team is most appreciative of system efforts to provide supporting documents through Smart Sheet which were well organized and easily accessible on-line. Finally, the Team greatly appreciates the highly professional demeanor and professional courtesy that was extended to the Team during the on-site review.

Prior to the start of the Diagnostic Review, the Team communicated through conference calls and emails to complete the initial intensive study, review, and analysis of various documents provided by the school system. In addition, the Lead Evaluator and the Co-Lead Evaluator conducted conference calls with key leaders of the institution to thoroughly plan the Team's schedule.

The Team examined data from 245 classroom observations, student, parent and staff surveys administered at the nine Priority Schools, student performance data as well as 1600 documents provided to the Team by the school system prior to the on-site review. In addition, a total of 68 stakeholders were interviewed privately during the on-site review including all seven members of the board of education, the superintendent, senior leadership, and five area assistant superintendents. Throughout the Diagnostic Review the district/school leaders, faculty, and staff were candid and open in their reflections about system strengths, challenges, conditions, practices, continuous improvement efforts, etc.

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

Stakeholder Interviewed	Number
Superintendents	1
Board Members	7
Administrators	50
Instructional Staff	10
<b>Total</b>	<b>68</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 system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Indicator	Description	Review Team Score
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	2.00
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	1.89
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.33
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1.67
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	2.00
3.6	Teachers implement the system's instructional process in support of student learning.	1.33
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	2.00
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	2.00
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	2.00

Indicator	Description	Review Team Score
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2.00
3.11	All staff members participate in a continuous program of professional learning.	1.56
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	2.00

## Standard 5 - Using Results for Continuous Improvement

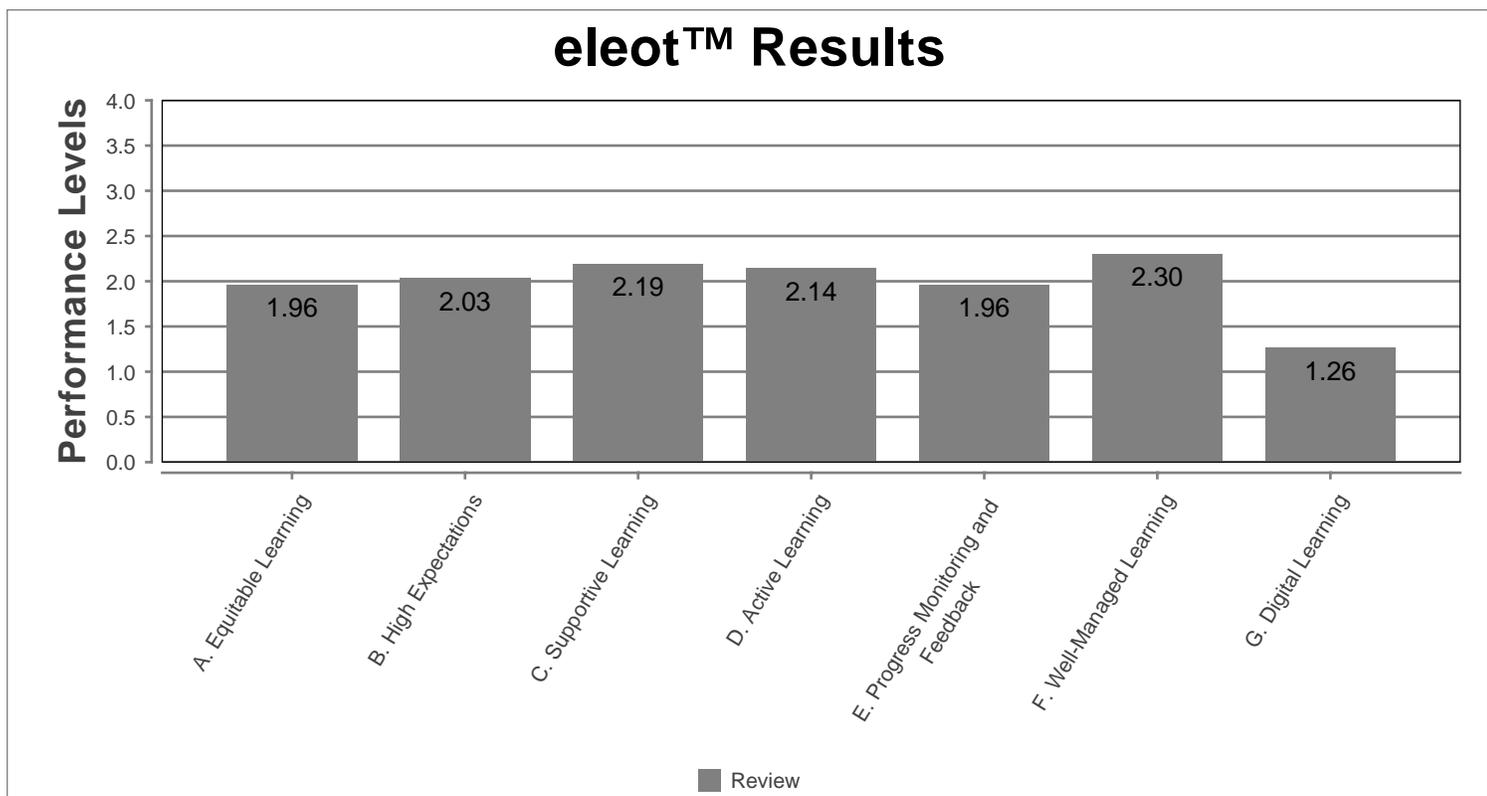
The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

Indicator	Description	Review Team Score
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	2.00
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	1.89
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	2.00
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	2.00
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	1.89

## 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™.



Two hundred and forty-five core content classrooms (math, English, science and social studies) were observed in the nine schools which hosted Diagnostic Reviews during the 2015-16 school year. School Diagnostic Review Teams used The Effective Learning Environment Observation Tool (eleot™) to conduct 20 minute observations in each of these classrooms assessing the effectiveness of seven learning environments. Composite results for these observations are provided in this report.

Learning environment ratings overall fell within a fairly narrow range of 2.30 to 1.96 except for Digital Learning Environment which received the lowest overall rating of 1.26 on a four-point scale. However, it should be noted that among the nine schools in which observation data was collected, a somewhat wider variation in ranges exists. Observation data overall suggest widely varying levels of effectiveness between classrooms which results in some students being provided challenging and equitable learning experiences leading to next level success. Data may point to the need to more carefully examine the alignment and effectiveness of policies and practices regarding professional learning in support of improved instructional practices, the focus of professional learning communities, systems for monitoring and evaluating staff, teacher coaching and mentoring programs, among others.

The Well-Managed Learning Environment received the highest overall rating of 2.30 on a four-point scale. This environment also received the highest rating in all but one of the nine Priority Schools. This relatively higher rating was due in large part to the existence of respectful attitudes and behaviors in the majority, but not all, classrooms. For example, instances in which observers detected that students were speaking and interacting "respectfully with teacher(s) and peers" (F1) were evident/very evident in 54 percent of classrooms. Similarly, instances in which observers detected that students knew "classroom routines, behavior expectations and consequences" (F5) were evident/very evident in slightly less than half of all classrooms, or 49 percent. In addition, observers detected that students transitioned "smoothly and efficiently" between activities (F3) in about 38 percent of classrooms. This data may suggest that system-wide efforts to address the management of student behavior through, for example, implementation of the Positive Behavioral Interventions and Supports (PBIS) approach, district consultant and additional school level staff positions dedicated to PBIS implementation and coaching, may be impactful though not uniformly effective.

Data within this learning environment suggest clear leverage for improvement and point to the need for more careful examination of the effectiveness of current policies, procedures, support and monitoring that would ensure all students have access to well-managed learning environments in all classrooms.

Finally, opportunities for students to collaborate with other students (F4), which was evident/very evident in about 30 percent of classrooms, was among the lowest rated components of this environment and is likely related to the schools' heavy reliance on teacher-centered whole group instruction that does not take into account individual student learning needs or differences. System leaders may want to assess why teachers may be hesitant to use more varied instructional approaches, including student collaboration, and the extent to which it may be due to classroom management concerns.

The Supportive Learning Environment received the second highest overall rating of 2.19 on a four-point scale. This relatively higher rating stems from observers detecting that students received "support and assistance to understand content and accomplish tasks" (C4) which was evident/very evident in 46 percent of classrooms. Data suggest that in about half of classrooms observers saw, for example, teachers ensuring that student questions were answered, that students had the materials they needed in order to complete tasks, that all students were included in discussions and so forth. Some data within this environment points to potential leverage for improvement. For example, instances in which students were provided "additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs" (C5) was evident/very evident

in 19 percent of classrooms. In general, teachers rely almost entirely on whole group and teacher-centered instruction which is a recurring theme throughout this report.

The Active Learning Environment received the third highest rating of 2.14 on a four-point scale. This data does not suggest that the system or schools have been effective in developing systematic instructional approaches that ensure students are highly engaged in their learning. For example, instances in which observers detected that students were "actively engaged in the learning activities" (D3) were evident/very evident in 39 percent of classrooms. In these classrooms observers saw students asking questions, talking to other students about the learning or an activity, working towards the completion of a task, or other activities that clearly indicated students were intellectually engaged in some way with the curriculum. Observers more frequently saw students passively listening to the teacher talk. Further, observers rarely detected that teachers were helping students to make "connections from content to real-life experiences" (D2) either by relating learning to personal experiences or other curriculum content as these practices were evident/very evident in 22 percent of classrooms.

The High Expectations Learning Environment received the fourth highest rating of 2.03 on a four-point scale. Instances in which students demonstrated that they knew and were striving to "meet the high expectations established by the teacher" (B1) were evident/very evident in 39 percent of classrooms. Similarly, it was evident/very evident in 41 percent of classrooms that students were "tasked with activities and learning that (were) challenging but attainable" (B2). Of particular concern is that observers infrequently found that students were exposed to truly rigorous coursework (B4) or provided opportunities to use and develop higher order thinking skills (B5). These effective practices were evident/very evident in less than 30 percent of classrooms. Data suggest that the extent to which the system has developed policies, processes and established expectations which ensure that all students are provided challenging and equitable learning experiences leading to next level success may be limited.

The Equitable Learning Environment and the Progress Monitoring and Feedback Environment tied for the fifth and sixth highest rating with both receiving 1.96 on a four-point scale.

Instances in which students were provided equal access to materials, resources, classroom discussions, etc. (A2) is a relative strength within the Equitable Learning Environment as the score for this item was 2.49 on a four-point scale. Data suggests that the majority of teachers are endeavoring to ensure that all students are included in the lesson and have the resources that are needed in order to learn. Observers also detected that in about half of classrooms, 48 percent, it was evident/very evident that students knew "that rules and consequences are fair, clear and consistently applied" (A3). Data from this environment also suggests that students are provided the same learning opportunities and experiences without regard to their needs, interests, learning styles, etc. For example, instances in which students had "differentiated learning opportunities and activities that meet her/his needs" (A1) were evident/very evident in 16 percent of classrooms. While cultural diversity is celebrated at the system level, data suggest that students' cultural differences and backgrounds are infrequently used to enhance or more authentically connect and engage students in learning experiences.

The Progress Monitoring and Feedback Environment also received a rating of 1.96 on a four-point scale. The

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practices and conditions inherent in this environment are intended to help ensure that all students achieve learning expectations. Observers detected that the five components of this environment were being effectively or very effectively applied in about 30 percent of classrooms. For example, instances in which teachers asked or quizzed students about their learning progress (E1) were evident/very evident in 25 percent of classrooms. Similarly, observers detected that students had "opportunities to revise/improve work based on feedback" (E5) were evident/very evident in 25 percent of classes. Observation data as well as student performance results suggest that policies, expectations, monitoring, etc., which ensure teachers monitor student learning are having only limited impact.

The Digital Learning Environment received the lowest overall rating of 1.26 on a four-point scale. This environment received the lowest rating in all nine schools where observation data were collected. Data suggest that students are very infrequently exposed to environments in which they are able to use technology as learning resources and tools. For example, instances in which students used "digital tools/technology to gather, evaluate, and/or use information for learning" (G1) were evident/very evident in 11 percent of classrooms.

## eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.64	Has differentiated learning opportunities and activities that meet her/his needs	2.04%	14.29%	28.98%	54.69%
2.	2.49	Has equal access to classroom discussions, activities, resources, technology, and support	6.12%	46.53%	37.55%	9.80%
3.	2.40	Knows that rules and consequences are fair, clear, and consistently applied	6.53%	41.22%	38.37%	13.88%
4.	1.33	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	1.22%	4.08%	20.82%	73.88%
<b>Overall rating on a 4 point scale: 1.96</b>						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.30	Knows and strives to meet the high expectations established by the teacher	6.12%	33.47%	44.90%	15.51%
2.	2.27	Is tasked with activities and learning that are challenging but attainable	4.90%	35.92%	40.41%	18.78%
3.	1.51	Is provided exemplars of high quality work	4.08%	6.94%	24.90%	64.08%
4.	2.07	Is engaged in rigorous coursework, discussions, and/or tasks	4.90%	22.04%	48.16%	24.90%
5.	2.00	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	4.08%	25.31%	37.14%	33.47%
<b>Overall rating on a 4 point scale: 2.03</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.	2.32	Demonstrates or expresses that learning experiences are positive	5.71%	37.96%	39.18%	17.14%
2.	2.34	Demonstrates positive attitude about the classroom and learning	6.12%	37.55%	40.41%	15.92%
3.	2.13	Takes risks in learning (without fear of negative feedback)	5.31%	29.80%	37.96%	26.94%
4.	2.36	Is provided support and assistance to understand content and accomplish tasks	6.12%	40.00%	37.96%	15.92%
5.	1.80	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	2.86%	16.33%	38.78%	42.04%
<b>Overall rating on a 4 point scale: 2.19</b>						

<b>D. Active Learning</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
1.	2.29	Has several opportunities to engage in discussions with teacher and other students	8.57%	33.06%	37.55%	20.82%
2.	1.81	Makes connections from content to real-life experiences	2.04%	20.00%	34.69%	43.27%
3.	2.31	Is actively engaged in the learning activities	6.12%	33.06%	46.53%	14.29%
<b>Overall rating on a 4 point scale: 2.14</b>						

<b>E. Progress Monitoring and Feedback</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
1.	1.99	Is asked and/or quizzed about individual progress/learning	3.27%	21.63%	45.71%	29.39%
2.	2.04	Responds to teacher feedback to improve understanding	3.27%	25.31%	43.67%	27.76%
3.	2.22	Demonstrates or verbalizes understanding of the lesson/content	3.27%	31.43%	48.98%	16.33%
4.	1.69	Understands how her/his work is assessed	2.45%	17.55%	26.53%	53.47%
5.	1.85	Has opportunities to revise/improve work based on feedback	3.67%	20.82%	32.24%	43.27%
<b>Overall rating on a 4 point scale: 1.96</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.	2.56	Speaks and interacts respectfully with teacher(s) and peers	11.43%	42.86%	35.51%	10.20%
2.	2.46	Follows classroom rules and works well with others	9.39%	38.78%	40.41%	11.43%
3.	2.17	Transitions smoothly and efficiently to activities	6.12%	31.84%	34.69%	27.35%
4.	1.87	Collaborates with other students during student-centered activities	5.71%	24.08%	21.63%	48.57%
5.	2.44	Knows classroom routines, behavioral expectations and consequences	8.16%	41.22%	37.14%	13.47%
<b>Overall rating on a 4 point scale: 2.30</b>						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.35	Uses digital tools/technology to gather, evaluate, and/or use information for learning	2.86%	7.76%	10.61%	78.78%
2.	1.26	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	2.86%	6.94%	3.67%	86.53%
3.	1.16	Uses digital tools/technology to communicate and work collaboratively for learning	0.82%	4.08%	5.71%	89.39%
<b>Overall rating on a 4 point scale: 1.26</b>						

## Findings

### Improvement Priority

Create and implement an effective process that is consistently implemented by system and school leaders to formally and consistently monitor, support and evaluate teachers in the use of instructional practices focused on higher levels of student success and achievement. These practices should include 1) teaching the approved curriculum, 2) use of appropriate and content-specific standards of professional practice, and 3) alignment of practices with the system's beliefs and values about teaching and learning.

(Indicator 3.4)

#### Primary Indicator

Indicator 3.4

#### Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in the addendum to this report, reveal very inconsistent improvement in student learning in the nine Priority Schools and generally reflect that students are performing significantly below state averages. These data suggest that the system or schools have not established monitoring and supporting procedures that ensure curriculum content is uniformly provided or that effective instructional practices aligned to the system's values and beliefs are consistently used.

Classroom Observation Data:

Classroom observation data, as detailed earlier in this report, indicate widely varying levels of instructional effectiveness across all nine Priority Schools, i.e., differentiation, challenge and rigor, higher order/critical

thinking, active learning, progress monitoring, etc. These data suggest that existing practices to both support and monitor instructional effectiveness are not systematic. While some teachers in each of the nine schools are using effective practices, the data do not suggest that all students are provided challenging and equitable learning experiences leading to next level success.

#### Stakeholder Survey Data:

Staff survey data with regard to monitoring and evaluation is mixed across all nine Priority Schools and do not suggest that systematic processes for supporting, monitoring and evaluating staff are being implemented. For example, an average of 73 percent of staff indicated that they agreed/strongly agreed with the statement, "Our school's leaders ensure that all staff members use supervisory feedback to improve student learning." The percent of staff who agreed/strongly agreed with this statement was as high as 91 percent in one school and as low as 41 percent in another suggesting inconsistent implementation.

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

Interviews with system leaders, principals and Educational Recovery Staff members revealed the following:

1. Some principals and district leaders suggested that a process to communicate curriculum learning expectations to teachers may not be well established. Curriculum supporting documents are developed at the system level and then given to classroom teachers for implementation. Evidence indicates teachers may not be key stakeholders in the creation of curriculum and deployment of these standards.
2. Interviews revealed that though walkthroughs are encouraged by the system, they may be infrequently implemented in some schools. Furthermore, specific feedback for teachers that explicitly targets improved instruction is not consistently provided.
3. Stakeholder interviews indicated that professional learning communities are at varying stages of effectiveness. There was a mixed response from leaders at every level regarding the effectiveness of the PLC work within the nine schools.
4. In general, interviewees indicated that classroom assessments are not consistently monitored to inform instruction and the urgent need to modify curriculum.

Finally, of the nine Diagnostic Reviews conducted in Priority Schools in the current school year, only one received a rating for indicator 3.4 (Monitoring and support of instructional practices) above 2.0. In addition, five of the Diagnostic Review Teams identified indicator 3.4 for an Improvement Priority.

### **Improvement Priority**

Develop, implement and monitor the impact of a consistent, well-defined and ongoing process among all Priority Schools for collecting, analyzing and using multiple assessments of student learning as well as data from an examination of professional practice (PGES). Use the data gathered from these sources to monitor

and adjust curriculum, instruction and assessment at the school level and guide a process of continuous improvement that results in verifiable improvement in student achievement.

(Indicator 3.2, Indicator 5.2)

### Primary Indicator

Indicator 3.2

### Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in the addendum to this report, do not suggest that the system has ensured that school leaders and teachers regularly use data and information to guide ongoing modifications to curriculum, instruction and assessment practices focused on improvement in student achievement and success.

While there are modest improvements in some of the state accountability data for some of the Priority Schools from 2013-14 to 2014-15, results are very inconsistent across all nine schools and improvement is marginal. Data indicate that student achievement in some schools has declined. For example, Roosevelt-Perry Elementary student performance declined from 21 percent of the students scoring proficient or distinguished in reading in 2013-14 to nine percent in 2014-15. Similarly, data from The Academy @ Shawnee indicates that student performance in reading fell from 29 percent of the students scoring at proficient or distinguished levels in 2013-14 to 20 percent in 2014-15. Four other Priority Schools show decline in student achievement in reading and math from 2013-14 to 2014-15.

Stakeholder Survey Data:

Survey data is very mixed and suggest widely varying perceptions among stakeholders at all nine Priority Schools regarding the use of data to drive decision-making. Data suggest little agreement among stakeholder groups that student learning results are used to guide the ongoing modification and adaptation of curriculum, instruction and assessment practices. For example, 48 percent of Roosevelt-Perry Elementary School staff, 55 percent of Moore Traditional School staff, and 65 percent of The Academy @ Shawnee staff respondents agreed/strongly agreed with the statement “All teachers in our school monitor and adjust curriculum, instruction and assessment based on data from student assessments and examination of professional practices.” Data suggest that nearly half of the respondents in these schools cannot confirm the existence of these effective practices.

Survey data suggest that there is also mixed levels of agreement among all nine Priority Schools’ staffs regarding the use of multiple types of assessments to modify instruction and revise curriculum. Specifically, 49 percent of Moore Traditional School staff, 55 percent of Roosevelt-Perry Elementary School staff and 69 percent of Frederick Law Olmstead Academy North staff respondents agreed/strongly agreed with the statement, “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum” suggesting an inconsistent application of these important practices.

Survey data also suggest mixed levels of agreement among all nine Priority Schools' staffs regarding the existence of a systematic process to collect, analyze and use data. For example, 51 percent of Moore Traditional School staff and 57 percent of The Academy @ Shawnee staff respondents agreed/strongly agreed with the statement, "Our school has a systematic process of collecting, analyzing, and using data."

Survey data further suggest a lack of agreement among all nine Priority Schools' students that their teachers change their teaching to meet their learning needs. Roughly half of students indicated that they agreed/strongly agreed to the statement "All of my teachers change their teaching to meet my learning needs," i.e., 42 percent of The Academy @ Shawnee students, 50 percent of Moore Traditional School students, and 58 percent of Western Middle School.

#### Stakeholder Interviews:

In interviews, stakeholders were not able to discuss, define or explain their understanding of system-wide expectations for collecting, analyzing and using data to guide modification to curriculum and instruction. Further, they were not able to explain how these practices are supported through professional learning, and they could not articulate how these practices are supported or monitored at the system level. Further, interviewees were not able to discuss consistent processes used by PLCs for the analysis, interpretation and use of data focused on improvement of student achievement.

#### Review of documents and artifacts:

While it is apparent that data collection and analysis is occurring at the system level, the degree to which data is being systematically used at the school and classroom levels to inform instructional decision making appears to be limited. A review of documents and artifacts did not reveal a formally documented systematic process ensuring participation of key stakeholders (e.g., teachers) for collecting, analyzing and using multiple assessments of student data (beyond proficiency assessments currently found in the CASCADE system) and examination of professional practice (PGES).

Finally, Priority School Diagnostic Review Team ratings for indicator 3.2 (curriculum, instruction, assessment monitoring and adjusting) varied from 2.40 to 1.0, and four of the nine Priority Schools received ratings below 2.0. Three school teams identified indicator 3.2 for Improvement Priorities.

### **Improvement Priority**

Implement and monitor an "instructional process" in all Priority Schools that ensures teachers 1) inform students of learning expectations and standards of performance, 2) use exemplars to further inform students of learning expectations, 3) use formative assessments to guide continual modifications of curriculum and instruction, and 4) provide students with timely and specific feedback about their learning.

(Indicator 3.6)

#### Primary Indicator

Indicator 3.6

### Evidence and Rationale

#### Student Performance Data:

Performance data, as detailed in the addendum to this report, indicate that improvement in student learning is very inconsistent across all nine schools during last four years. In some instances, student performance has declined. Of particular concern to the Team is that performance is well below state averages. These data do not suggest the systematic implementation of an “instructional process” that ensures learning expectations are consistently communicated, uses formative assessment practices to guide teachers in modifying and adapting instruction to meet student needs, and provides specific and timely feedback to students about their learning.

#### Classroom Observation Data:

Observation data do not suggest the existence of a well defined “instructional process.” Observers saw learning targets posted in some classrooms suggesting that this practice, while not consistent across all schools, may be a well established expectation in some schools. Observers infrequently detected that teachers referenced the learning targets at the beginning or conclusion of the lesson as one way of communicating learning expectations. Instances in which students were “tasked with activities and learning that are challenging but attainable” (B2) were evident/very evident in 41 percent of classrooms on average. In addition, the use of exemplars of high quality student work (B3) were evident/very evident in 11 percent of classrooms. Finally, the Progress Monitoring and Feedback Environment received an overall rating of 1.96 on a four-point scale suggesting that these practices are not applied consistently across the nine Priority Schools. For example, instances in which students were “asked and/or quizzed about individual learning progress” (E1), a common formative assessment technique, were evident/very evident in 25 percent of classrooms.

#### Stakeholder Survey Data:

While there is some agreement among parents and students that learning expectations are clearly explained, staff survey results are mixed and do not suggest the existence of a well defined instructional process that ensures learning expectations are effectively communicated. For example, on average 77 percent of staff indicated that they agreed/strongly agreed with the statement “All teachers in our school use a process to inform students of their learning expectations and standards of performance.” However, individual school results for this survey item varied from a low of 55 percent agreed/strongly agreed to a high of 91 percent suggesting inconsistent use of these effective practices across all nine schools.

#### Review of documents and interviews:

Documents reveal that the system has broadly supported development of curriculum documents that include the identification of instructional objectives. Documentation further reveals district support for a model lesson planning framework. However, documentation and interviews reveal that the degree to which the system has established expectations or is providing support and monitoring for the systematic use of an “instructional process” is not apparent based on review of documentation. In general, stakeholders did not discuss system

expectations, support or monitoring for the use of an “instructional process” including the use of formative assessment practices, use of data to modify and adapt instruction, etc.

Finally, eight of the nine school Diagnostic Reviews received ratings of less than 2.0 for indicator 3.6 (instructional process), and teams identified this indicator for Improvement Priorities in seven of the nine schools. These results indicate that all but two school Diagnostic Review Teams deemed “instructional process” to be of strategic importance in improving student performance.

### **Improvement Priority**

Improve student engagement in learning by identifying and implementing with fidelity research aligned instructional strategies such as 1) student collaboration, 2) development of critical/higher order thinking skills, 3) use of personalization/individualization strategies, 4) use of technology as instructional tools and resources. Provide professional learning opportunities, ongoing support for teachers such as coaching, and effective monitoring processes to systematically implement instructional approaches that authentically engage students in their learning resulting in improved student achievement and success.

(Indicator 3.3)

#### Primary Indicator

Indicator 3.3

#### Evidence and Rationale

Student Performance Data:

Student performance data, as discussed elsewhere in this report, is very mixed and shows that students are performing well below state averages. Data reveals modest improvement in reading and math proficiency at some schools and also shows that Gap Delivery Targets were not met in any of the Priority Schools in 2014-15. The data suggest that, in general, current instructional practice may be ineffective in truly engaging students in their learning and helping to drive significant improvement in achievement.

Classroom Observation Data:

Classroom observation data, as detailed previously in this report, do not suggest that the system or schools have developed instructional approaches that are systematically used which ensure students are highly engaged in their learning. Instances in which observers detected that students were “actively engaged in the learning activities” (D3) were evident/very evident in 39 percent of classrooms. In about the same number of classrooms, roughly 42 percent, observers noted that students had opportunities to engage in discussions with their teacher or other students (D1). Observation data also reveals very few opportunities for students to be engaged in learning activities that are differentiated in some way to address their learning needs, styles, or interests. For example, instances in which observers detected that students had “differentiated learning opportunities and activities that meet her/his needs” (A1) were evident/very evident in 16 percent of classrooms. Data also reveal that students were inconsistently exposed to opportunities to develop higher order thinking skills. Instances in which students were asked and responded to “questions that require higher

order thinking, (e.g. applying, evaluating, synthesizing)” (B5) were evident/very evident in 29 percent of classrooms. Finally, results for the Digital Learning Environment, which received the lowest overall rating, suggests that systems (such as professional learning, technology resources, curriculum, ongoing support and coaching, monitoring/evaluation) which support the use of technology to more authentically engage and differentiate learning experiences are not well aligned and highly functional.

#### Stakeholder Survey Data:

Individual school and overall survey results do not suggest broad agreement among all stakeholder groups that current instructional practices support high levels of student engagement. For example, student survey data collected from all nine schools indicate that roughly 60 percent agreed/strongly agreed with the statement, “All of my teachers change their teaching to meet my learning needs,” suggesting that nearly 40 percent cannot confirm the existence of these practices. Sixty-nine percent of staff indicated that they agreed/strongly agreed with the statement “All teachers in our school personalize instructional strategies and intervention to address individual learning needs of students.” Similarly, 70 percent of staff indicated that they agree/strongly agree with the statement, “All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.”

#### Stakeholder Interviews and review of documents and artifacts:

Stakeholder interviews suggest there is minimal consistent implementation of research aligned instructional strategies. Interviewees indicated that work remains in the areas of engagement, rigor, use of varied high yield instructional strategies, and differentiation to address the individual learning needs of all students. Stakeholder interviews suggest that focus, discussion, and professional learning involving the use and efficacy of research aligned instructional strategies is limited. Stakeholder interviews further suggest a need to establish a clearly communicated instructional process which results in deliberate planning and use of instructional strategies requiring collaboration, self-reflection and development of critical thinking skills. In interviews stakeholders were not able to describe or discuss consistent and regular processes and procedures used by school or district leadership to monitor, supervise, or hold staff accountable for the consistent use of research aligned instructional practices. Document and artifact review did not indicate that there are clearly defined research aligned practices which school and district leadership monitor for instructional impact. The Professional Learning Communities (PLC) protocols included in document and artifact reviews demonstrated very limited expectations of research aligned instructional practices. Documented professional learning opportunities indicated that there is limited research aligned instructional practices discussed by teachers, principals, and other leaders.

Finally, Indicator 3.3 (student engagement) received a rating of less than 2.0 in eight of the nine school Diagnostic Reviews conducted during the current school year. Seven of the nine school Diagnostic Review teams identified Improvement Priorities for indicator 3.3.

# Leadership Capacity

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

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

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

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

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

## Standard 1 - Purpose and Direction

The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Indicator	Description	Review Team Score
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	2.78
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	2.11
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	2.33
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.33

## Standard 2 - Governance and Leadership

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

Indicator	Description	Review Team Score
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	2.67
2.2	The governing body operates responsibly and functions effectively.	2.56
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	2.22
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	2.33
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	2.33
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	2.00

## Resource Utilization

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

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

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

## Standard 4 - Resources and Support Systems

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

Indicator	Description	Review Team Score
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	1.11
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	2.00
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	2.00
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	2.00
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	2.00

Indicator	Description	Review Team Score
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	2.00
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	1.89
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	2.00

## Findings

### Improvement Priority

Engage in an examination of current policies and practices related to recruiting, hiring, transferring and retaining personnel, and use the results of this examination to develop and implement innovative approaches which result in measurable improvement in teacher retention and staff stability at Priority Schools.

(Indicator 4.1)

#### Primary Indicator

Indicator 4.1

#### Evidence and Rationale

Student performance data from the nine Priority Schools indicated a clear and urgent need for highly effective professional staff in all Priority Schools. However, interviewees at all levels of the system indicated that Priority Schools are prevented from building teacher capacity to address these urgent needs since the teacher turnover rates are significantly higher in Priority Schools as compared to non-priority schools. Interviews with board members, district staff, superintendent, KDE staff and principals consistently confirmed that staff instability in Priority Schools is common place and represents a significant barrier to substantive improvement in student achievement.

The system has already recognized that serving in a Priority School is more challenging than a non-priority school and has implemented policies intended to minimize the impact of teacher involuntary transfers into Priority Schools. Interviewees consistently acknowledged that the challenge facing Priority School teachers and administrators is significantly more complex than those of non-priority school staffs. Policies and practices relating to the recruitment, hiring and retention of staff who are highly qualified to function effectively in complex Priority School environments are no different than those of non-priority schools, however.

Interviewees consistently indicated that high turnover rates ultimately impacts student performance as well as school effectiveness, culture, staff cohesiveness, etc. and offered these examples:

1) A significant portion of the school's scarce professional learning time and resources are used every year for teacher orientation and initial training instead of developing and refining teachers' professional practices to address complex student needs.

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- 2) A disproportionate amount of administrator time must be dedicated to supporting and orienting new teachers including teacher interns in comparison to non-priority school administrators.
  
  - 3) Professional learning communities are prevented from realizing their intended purpose since time and energies must be also be dedicated to initial orientation of teachers new to the profession and/or new to the school. Opportunities for PLCs to build teacher capacity and impact teacher effectiveness and student achievement are often limited.
  
  - 4) Opportunities to build meaningful long term relationships between teachers, their students and families as well as the broader community are greatly diminished when significant numbers of staff, including administrators, exit the school each year. Opportunities to build trust, develop deeper understanding and commitment from the parents and the community are lost when teachers and school leaders change frequently.
  
  - 5) The ability of the school and the principal to develop effective teacher leaders who serve in important leadership roles such as school council members, PLC leaders, classroom instructional leaders, building level curriculum leaders, etc., is minimized when teachers and school leaders regularly exit the school.

# Conclusion

The Diagnostic Team's review of artifacts, interviews and observations highlighted the following as strengths of the system:

1. The district engaged in a comprehensive and inclusive process that strategically engaged both internal and external stakeholders for the purpose of creating the Vision 2020: Excellence with Equity which will guide the district's work through 2020. The process included a review and revision of the Vision and Mission statements, identification of Core Values and three focus and goal areas which include: 1) Learning, Growth, and Development, 2) Increasing Capacity and Improving Culture, and 3) Improving Infrastructure and Improving Culture.
2. The district has engaged in the restructuring of district level staff and is working to operationalize an organizational framework with a focus on increasing the level of student achievement in the nine Priority Schools. Examples include the implementation of the Achievement Area Superintendent position for the purpose of providing support to the principals of the nine Priority Schools, the creation of the Director of Priority Schools position and the practice of having the KDE Educational Recovery Director report to the Superintendent's Cabinet on a weekly basis.
3. The district has made concerted efforts to strategically align resource allocation in support of Vision 2020. A focus for the recently hired Budget Director is to ensure the successful implementation of the standardized budget request process that requires schools to identify how resource requests would support the achievement of strategic priorities and demonstrate program effectiveness. The district currently applies a hold harmless budget process for the nine Priority Schools.
4. The district has strategically worked to re-establish and build relationships with a variety of external stakeholders that include, but are not limited to, the Kentucky Department of Education, the Kentucky State Legislature, city government and community business partners, and the Jefferson County Teachers' Association (JCTA). The district has added the Director of Strategy position to the central administrative staff.
5. The district has been strategic in developing and deploying an internally created Classroom Assessment System and Community Access for Education (CASCADE) system which is an internal data dashboard that provides a common access point for district personnel, building level leaders, KDE Support personnel and teachers to formative and summative student performance results as well as key student performance indicators such as college and career readiness benchmark attainment, and attendance and behavior data.
6. The district has demonstrated a committed to ensuring the successful implementation of the Professional Learning Community structure in all schools in its efforts to support increased instructional capacity that results in higher levels of student learning and success.

The district's recent development of the Vision 2020: Excellence with Equity is an important milestone in its commitment to re-engage and include external stakeholders in support of its work to ensure the success of the

diverse pre-school through 12th grade student population numbering slightly over 100,000. The three focus areas of the plan; 1) Learning, Growth, and Development, 2) Increasing Capacity and Improving Culture, and 3) Improving Infrastructure and Integrating Systems, will guide the district's work to improve student academic achievement and systems effectiveness for the next five years.

The district has demonstrated a commitment to the success of the nine Priority Schools in numerous ways. It has created the cabinet level position of Director of Priority Schools. The Educational Recovery Director provides a report to the Superintendent's Cabinet on a weekly basis. Area Superintendents directly support the principals of the Priority Schools. The Board of Education has held the nine Priority Schools harmless in recent budget cuts, and the Superintendent is highly sensitive to the staffing needs those schools.

However, student performance data for the nine Priority Schools continues to reflect that students are performing significantly below state averages and strongly suggests the need for the district to: 1) effectively implement a clearly defined instructional process that ensures students are highly engaged in their learning and consistently provided challenging and equitable learning experiences that translate to success at the next level; 2) effectively establish monitoring, support and accountability procedures that ensure the consistent use of effective instructional practices across the nine Priority Schools; 3) effectively implement systematic processes to for supporting, monitoring and evaluating the staff; 4) ensure that school leaders and teachers regularly use data to guide ongoing decisions regarding modifications to the curriculum, instruction and assessment practices focused on improvement in student learning and success; and 5) implement recruiting, hiring, transferring that result in increased staff quality and retention.

The district has expressed commitment to a "comprehensive change in district culture" that includes an "intentional focus on fostering a growth mind-set among teachers and students" (JCPs Board of Education Strategy Work Group Report, 8/18/2015). The Improvement Priorities identified by the Diagnostic Review Team are intended to provide leverage to support the district's work to realize these goals.

## **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:

- Create and implement an effective process that is consistently implemented by system and school leaders to formally and consistently monitor, support and evaluate teachers in the use of instructional practices focused on higher levels of student success and achievement. These practices should include 1) teaching the approved curriculum, 2) use of appropriate and content-specific standards of professional practice, and 3) alignment of practices with the system's beliefs and values about teaching and learning.
- Develop, implement and monitor the impact of a consistent, well-defined and ongoing process among all Priority Schools for collecting, analyzing and using multiple assessments of student learning as well as data from an examination of professional practice (PGES). Use the data gathered from these sources to monitor and adjust curriculum, instruction and assessment at the school level and guide a process of continuous improvement that results in verifiable improvement in student achievement.
- Engage in an examination of current policies and practices related to recruiting, hiring, transferring and

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retaining personnel, and use the results of this examination to develop and implement innovative approaches which result in measurable improvement in teacher retention and staff stability at Priority Schools.

- Implement and monitor an “instructional process” in all Priority Schools that ensures teachers 1) inform students of learning expectations and standards of performance, 2) use exemplars to further inform students of learning expectations, 3) use formative assessments to guide continual modifications of curriculum and instruction, and 4) provide students with timely and specific feedback about their learning.
- Improve student engagement in learning by identifying and implementing with fidelity research aligned instructional strategies such as 1) student collaboration, 2) development of critical/higher order thinking skills, 3) use of personalization/individualization strategies, 4) use of technology as instructional tools and resources. Provide professional learning opportunities, ongoing support for teachers such as coaching, and effective monitoring processes to systematically implement instructional approaches that authentically engage students in their learning resulting in improved student achievement and success.

# Addenda

## Team Roster

Member	Brief Biography
Dr. Donna James	<p>Dr. Donna James is completing her eighth year as the AdvancED North Carolina Director. She earned a BS degree in Elementary Education from Fort Hays Kansas State University, a MA in Education Administration and Ed.D. in Education Leadership from Western Carolina University.</p> <p>Her career experience of 40 years include service as Director of Elementary Education and Professional Development, Initially Licensed Teacher Coordinator, elementary principal, assistant principal, and elementary teacher for Buncombe County Schools, Asheville, North Carolina.</p> <p>Dr. James served on the AdvancED Standards Committee responsible for writing the current AdvancED Standards for Quality Schools and Systems. She also served on the AdvancED Committee responsible for writing the current AdvancED Early Learning Standards. She is a member of the AdvancED Professional Learning Team.</p> <p>Dr. James is an Affiliate for the graduate faculty for Western Carolina University and teaches the Teacher as Leader Course.</p>
Mr. Sam Watkins	<p>Sam graduated from Eastern Kentucky University with a BBA in Business Management and Business Education. In addition to earning a MBA from Eastern Kentucky University, he has a certification to teach mathematics at the secondary level and received his Superintendent Certification from the University of Kentucky. Sam taught math for seven years, led two high schools as principal over a period of thirteen years, and was Director of Districtwide Programs for Woodford County Schools for seven years. For the past two and a half years, he has been an Educational Recovery Leader for the state of KY.</p>
Mrs. Rhonda Back	<p>Rhonda Back is an Elementary Curriculum, Instruction and Assessment Director for Bath County Schools. Experience in education has ranged from classroom teacher to School and District Administrator working with adults and students from Pre-school to College level in the past 30+ years. She loves working with and coaching teachers to become their best for their students. Education is a professional passion but other passions include family time and crafting. She is currently involved with school improvement and moving schools to proficient and distinguished ratings.</p>
Mr. Michael Ceglinski	<p>Michael currently serves as the Principal of McCracken County High School in Paducah, KY. Prior to being the Principal of MCHS, Michael served 6 years as the Director of Secondary Instruction for McCracken County Schools. He has also served as Principal of Ballard Memorial High School, Heath High School and was a Biology Teacher at Lone Oak High School. Michael holds a bachelor's degree in Biology from the University of Kentucky and a Master's degree in Secondary Science Education from UK. He completed his rank I in Educational Administration from Murray State University.</p>

Member	Brief Biography
Dr. Michael Dewayne Dailey	Dr. Michael D. Dailey is the Associate Director for Student Achievement and Support. Specifically, Dr. Dailey leads and guides Federal, State, and Magnet Programs for Fayette County Public Schools. The services offered through the aforementioned office include Gifted/Talented and English Language Learning Services, World Language Programs, Magnet and Special Academic Programs, as well as the facilitation of the Migrant Education Program Services. Michael joined the Fayette County Public School family after 13 years at the Kentucky Department of Education where he served in various roles including but not limited to: Director of Next Generation Professionals, Achievement Gap Coordinator, Project lead for closing the achievement gap initiative, and the Coordinator of the Instructional Technology Leadership Program.
Mr. Randy Marcum	Randy Marcum is currently the Principal of Lewisburg School in Russellville, Ky. His career in education spans 31 years as both teacher and administrator encompassing elementary, middle and high school levels. He has worked in Kentucky and Maryland school systems serving as teacher, asst. principal and principal and asst. superintendent. Mr. Marcum has had various experiences as a lead facilitator of school accreditation visits and team member of scholastic audits for AdvancED.
Mrs. Linda Rains	Mrs. Linda Rains is presently completing her 27th year as an educator in Kentucky. Currently, Mrs. Rains is assigned as an Education Recovery Leader by the Kentucky Department of Education. Mrs. Rains has had a prolific career in education where she served as a classroom teacher, a building level principal, a district level supervisor and director of curriculum, instruction and assessment. Mrs. Rains has also had opportunities to work specifically in the content of mathematics as a regional consultant and as an Education Recovery Specialist.
Mrs. Julia Marie Rawlings	<p>Julia Rawlings is currently the Educational Recovery Director for the Kentucky Department of Education. In this role, her primary responsibility is to work collaboratively to support priority schools in the East Region by developing partnerships with universities, educational agencies, and external stakeholders.</p> <p>Prior to work with the Kentucky Department of Education, Mrs. Rawlings was a central office administrator for Fleming County Schools, a rural school district in north eastern Kentucky. Her duties included Title 1, Limited English Proficiency, Preschool, and Curriculum/Assessment/Instruction. Mrs. Rawlings has also served as a state science consultant and a high school classroom science teacher.</p>
Dr. Shelli Wilson	Shelli has served as an Elementary Teacher, Elementary Special Education teacher, Middle School assistant principal, High School assistant principal, Elementary School principal, athletic director, transportation director, district assessment coordinator, professional development coordinator, G/T coordinator, ESS, ELL, Title I, IIA, III, and IV director, and Associate Superintendent as well as Interim Superintendent.

## 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. Student Performance Team Worksheet- Final
2. Diagnostic Review Team Schedule- Final

Summary of Student Performance Results for: F.L. Olmsted Academy North, Thomas Jefferson Middle, Westport Middle, Stuart Middle, Western Middle, Byck Elementary, Moore Traditional Middle, Roosevelt Perry Elementary, and The Academy @ Shawnee.

School	First Year of Priority Status	AMO 2012-13, 2013-14, 2014-15	Met Participation Rate Goal 2012-13, 2012-14-2014-15	% P/D Reading 2011-12 2012-13 2013-14 2014-15	% P/D Math 2011-12 2012-13 2013-14 2014-15	% P/D Science	% P/D Social Studies	% P/D Writing	% P/D Language Mech	2014-15 Gap Delivery Target Met
TJ Middle	2010 - 2011	No/Yes/No	yes/yes/yes	22/23/24/23	13/20/21/21	NA	24.5	12.5	18.9	No
Olmsted Academy North	2010 - 2011	no/no/no	yes/yes/yes	15/18/18/25	15/15/18/24	NA	34.1	9.7	15/8	No
Westport Middle	2010 - 2011	Yes/no/no	yes/yes/yes	24/32/35/34	17/22/26/28	NA	34.0	23.2	30.7	No
Western Middle	2010 - 2011	Yes/yes/no	Yes/yes/yes	31/49/49/44	20/31/36/25	NA	43.6	23.4	36.4	No
Byck Elementary	2015 - 2016	No/No/No	yes/yes/yes	33/29/26/26	32/29/28/25	NA	28.9	16.9	NA	No
Moore Middle	2015 - 2016	no/no/no	yes/yes/yes	29/31/34/35	26/19/22/22	NA	33.4	22.7	32.4	No
Roosevelt Perry Elementary	2015 - 2016	no/no/no	yes/yes/yes	22/21/21/9	17/22/15/12	NA	15.4	0	9.8	No
The Academy @ Shawnee	2010 - 2011	yes/Yes/yes	yes/yes/yes	21/29/29/20	11/7/16/23	19.2	15.5	23.7	24.2	No
Stuart Middle	2010 - 2011	yes/No/No	yes/yes/yes	21/25/26/24	12/17/17/14	NA	18.8	11.4	18.3	No

\*All percentages for Reading and Math P/D are rounded to the nearest whole number.

	2014-15 8 <sup>th</sup> Grade % meeting Explore Benchmarks in English/ State Average	2014-15 8 <sup>th</sup> Grade % meeting Explore Benchmarks in Math/ State Average	2014-15 8 <sup>th</sup> Grade % meeting Explore Benchmarks Reading	2014-15 8 <sup>th</sup> Grade % meeting Explore Benchmarks Science					
TJ Middle	27.4/60.7	5.0/31.6	10.4/39.5	2.1/15.3					
Olmstead Aca North	24.1/60.7	5.7/31.6	11.8/39.5	1.9/15.3					
Westport Middle	42.4/60.7	13.4/31.6	21.5/39.5	8.4/15.3					
Western Middle	42.5/60.7	13.8/31.6	24.1/39.5	5.2/15.3					
Byck Elementary	NA	NA	NA	NA					
Moore Middle	37.5/60.7	10.0/31.6	17.5/39.5	4.3/15.3					
Roosevelt Perry Elementary	NA	NA	NA	NA					
The Academy @ Shawnee	27.3/62.3	11.5/27.9	18.7/43.7	5.8/21.9					
Stuart Middle	26.9/60.7	7.3/31.6	11.4/39.5	3.8/15.3					

**Jefferson County Public Schools**  
**Diagnostic Review Schedule**

**Sunday – March 20, 2016**

<b>Time</b>	<b>Event</b>	<b>Where</b>	<b>Who</b>
3:00 p.m.	Hotel Check-in	Hotel	
4:00 p.m. – 6:30 p.m.	<p>Team Work Session #1 Review and discuss performance data, stakeholder survey data, Self Assessment, Executive Summary, other diagnostics in ASSIST, documents and artifacts provided by the school, to determine initial ratings for all indicators.</p> <p>If the Lead Evaluator wants to begin the work session before 3pm, he/she must check with their Process Coach to ensure that the meeting room is available before then.</p>	Hotel Conference Room	Diagnostic Review Team Members
6:30 p.m. – 7:30 p.m.	Superintendent Overview	Hotel Conference Room	Diagnostic Review Team Members
7:45 p.m. – 9:00 p.m.	Determine interview questions, review Monday's schedule, overview of eleot™, and discuss review logistics		

**Monday – March 21, 2016**

<b>Time</b>	<b>Event</b>	<b>Where</b>	<b>Who</b>
	Breakfast	Hotel	
7:30 a.m.	Team arrives at district offices	District Offices	Diagnostic Review Team Members
8:30 a.m. – 9:30 a.m.	Superintendent's Interview		Diagnostic Review Team Members
9:45 a.m. – 12:20 p.m.	<p>Private interviews with district leaders and board of education members</p> <p>(Interview scheduled developed jointly by JCPS staff and Lead/Co-Lead Evaluator)</p>		Diagnostic Review Team Members (working individually or in pairs)
12:20 p.m. – 1:30 p.m.	Lunch		
1:30 p.m. – 2:00 p.m.	Team Meeting		Diagnostic Review Team

			Members
2:00 p.m. – 5:30 p.m.	Private interviews with district leader and board of education members		
5:30 p.m. – 6:30 p.m.	Dinner		
6:30 p.m. – 10:00 p.m.	<p>Team deliberations</p> <p>Review of data collected from interviews</p> <p>Review of documents and artifacts</p> <p>Discussion of preliminary ratings for all indicators</p> <p>Planning for Day #2</p>	Hotel Conference Room	

**Tuesday – March 22, 2016**

<b>Time</b>	<b>Event</b>	<b>Where</b>	<b>Who</b>
	Breakfast	Hotel	
7:30 a.m.	Team arrives at district offices		
8:00 a.m. – 12:30 p.m.	<p>Continue interviews</p> <p>Private interviews with Priority School Principals, KDE Educational Recovery Director, KDE Educational Recovery Staff, KDE Educational Recovery Leaders</p>		Diagnostic Review Team Members
12:30 p.m. – 1:30 p.m.	Lunch – Team Members		
2:00 – 6:30	<p>Team meeting to discuss and review findings</p> <p>Review preliminary indicator ratings</p> <p>Examine possible Improvement Priorities</p>	Hotel Conference Room	Diagnostic Review Team Members
6:30 p.m. – 9:30 p.m.	<p>Team Work Session (Agenda provided by Lead Evaluator)</p> <p>Examine</p>	Hotel Conference Room	Diagnostic Review Team Members

	<ul style="list-style-type: none"> <li>• Improvement Priorities (indicators rated at 1 or 2)</li> <li>• Learning Environment narrative</li> <li>• Preparations for KDE Leadership meeting</li> <li>• Draft report</li> </ul>		
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**Wednesday – March 23**

<b>Time</b>	<b>Event</b>	<b>Where</b>	<b>Who</b>
7:30 a.m.	Breakfast/Check out of hotel and departure for school	Hotel	
8:30 a.m. – 1:00 p.m.	<p>Final Team Work Session</p> <p>Team Members review all components of the Diagnostic Review team’s findings including:</p> <ul style="list-style-type: none"> <li>• Final ratings for standards and indicators</li> <li>• Coherency and accuracy of supporting rationale</li> <li>• eleot™ summary statements and narrative by learning environment</li> </ul>		
1:00 p.m. – 2:00 p.m.	KDE Meeting		
2:00 p.m. – 2:15 p.m.	Exit meeting with superintendent		Lead Evaluator / Co-Lead Evaluator

# District Diagnostic Review Summary Report

## Jefferson County

### School District

**3/20/2016 – 3/23/2016**

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

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

#### District Authority:

District leadership does have the ability to manage the intervention of Jefferson County's nine Priority Schools reviewed, in addition to the other nine priority schools in the district. District leadership should incorporate the improvement priorities into the comprehensive district improvement plan. A monitoring system should be created to ensure that the district is implementing the district improvement plan with fidelity in order to meet the needs of all Jefferson County students.

Specific attention must be focused on developing a culture of differentiated support and accountability for all district schools, but especially the Priority Schools. This includes a sharp focus in addressing the achievement gap, boosting professional learning effectiveness, and continuing to clarify systems within the district to support that work.

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 Jefferson County School District.

Superintendent, Jefferson County

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