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May 16, 2016

Mr. Kelly Sprinkles, Superintendent  
Knox County Public Schools  
200 Daniel Boone Drive  
Barbourville, KY 40906

Dear Superintendent Sprinkles:

In April 2016, the Kentucky Department of Education (KDE) conducted a District Diagnostic Review of the Knox County Schools in accordance with 703 KAR 5:260. The Knox County Diagnostic Review determined that district leadership does not have the capacity to implement the identified improvement priorities. Very little to no action was taken by the district to address the improvement priorities in the previous diagnostic review. The evidence in this report indicates lack of capacity in not one person, but in the overall governance of the system.

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 Knox County students.

Specific attention must be focused on developing a district-wide instructional plan and monitoring system for all Knox County Schools. This should include a laser like focus on closing the achievement gap, providing effective professional learning opportunities for teachers and administrators, and continuing to establish district level systemic approach to support and monitor the continuous improvement of all schools in the district.

Sincerely,

A handwritten signature in black ink, appearing to read "Stephen L. Pruitt".

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

SLP/KF/vb

# Report of the Diagnostic Review Team for Knox County Board of Education

200 Daniel Boone Dr  
Barbourville  
KY 40906  
US

**Date: April 3, 2016 - April 6, 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

Knox County Public Schools hosted a Diagnostic Review on April 3-6, 2016. The on-site review involved a five member team who provided their knowledge, skills and expertise for carrying out the Diagnostic Review process and developing this written report of their findings.

The Diagnostic Review Team expresses its appreciation to the staff and stakeholders of Knox County Public Schools for their on-site hospitality. District staff were accommodating of interview schedules and Diagnostic Review Team requests for information.

Prior to the start of the Diagnostic Review, the Team engaged in an on-line organizational and planning meeting. The Team also communicated through emails to complete the initial intensive study, review, and analysis of various documents provided by the district. The Lead Evaluator conducted conference calls with the district superintendent. District leaders planned and conducted the Internal Review and completed their Diagnostic Report prior to the on-site Diagnostic Review. The Internal Review was completed and submitted for use by the Diagnostic Review Team in a timely manner. Evidence and documentation to support the district Self Assessment and other diagnostics were easily accessed by the Diagnostic Review Team members.

A total of 13 stakeholders were interviewed and 21 classrooms were observed during the Diagnostic Review.

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

Stakeholder Interviewed	Number
Administrators	11
Parents/Community/Business Leaders	2
<b>Total</b>	<b>13</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.	1.40
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	1.00
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.80
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1.60
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.	1.00
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.	1.80
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.	2.00
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	1.80

## Standard 5 - Using Results for Continuous Improvement

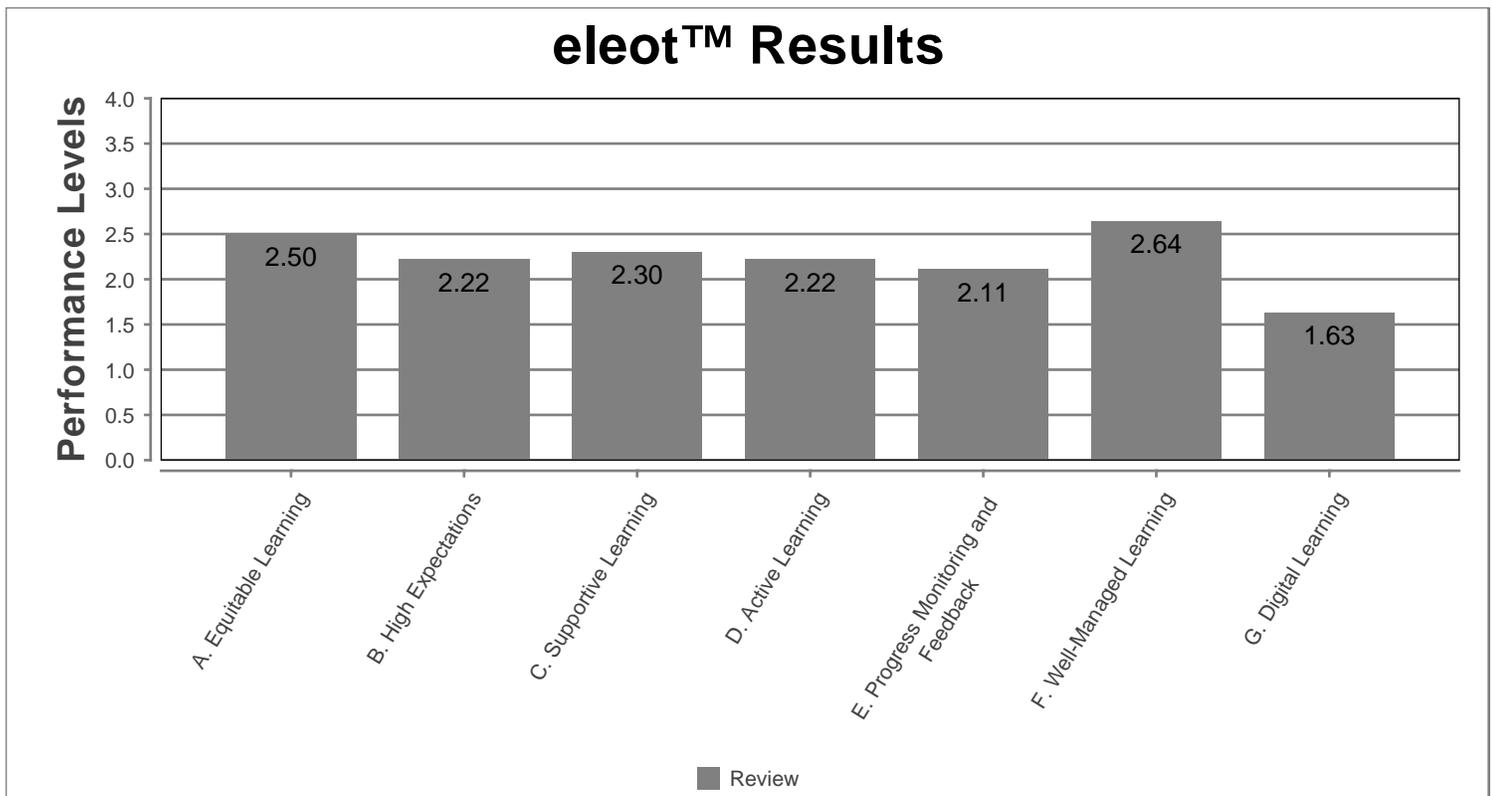
The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

Indicator	Description	Review Team Score
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	1.40
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	1.00
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	1.40
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	1.40
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.	1.80

## 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™.



The Diagnostic Review Team conducted 21 classroom observations (all available core content classes) using the eleot™ classroom observation tool. The overall eleot™ ratings ranged from 1.63 to 2.64 on a four-point scale. The highest rated was the Well-Managed Learning Environment and the lowest rated was the Digital Learning Environment.

The items that typically were the lowest rated in the seven Learning Environments (described below) were

strongly correlated with curriculum, instructional practices and progress monitoring. The Improvement Priorities in the Teaching and Learning Domain (Standards 3 & 5) developed from this Diagnostic Review were directly supported by the eleot™ classroom observation data.

It was evident/very evident in 81 percent of classrooms that students knew that rules and consequences were fair, clear, and consistently applied. It was evident/very evident in 91 percent of classrooms that students had equal access to classroom discussions, activities, resources and support. These items supported Team Member observations that the classes were well-managed.

It was evident/very evident in 29 percent of classrooms that students had differentiated learning opportunities. This item supported Team Member observations that there was little individualization of instruction. The need to increase the use of differentiated learning opportunities was addressed in two of the Improvement Priorities related to classroom instruction.

It was evident/very evident in 52 percent of classrooms that students were tasked with activities that were challenging but attainable. It was evident/very evident in 52 percent of classrooms that students were engaged in rigorous coursework,

It was evident/very evident in 19 percent of classrooms that students were provided exemplars of high quality work. It was evident/very evident in 24 percent of classrooms that students were asked and responded to questions that required higher order thinking. Taken together these items supported the need for increased expectations for student performance. All five items in the High Expectations Learning Environment are directly related to AdvancED Indicators 3.1-3.6. These observation data support the Improvement Priorities in this report that specifically addressed Indicators 3.1, 3.2, 3.3 and 3.6.

It was evident/very evident in 57 percent of classrooms that students took risks in learning without fear of negative feedback. It was evident/very evident in 52 percent of classrooms that students demonstrated that their learning experiences were positive. These items supported that the students felt comfortable in class and this observation may be leveraged in the future to increase student participation in their daily classroom activities.

It was evident/very evident in just 14 percent of classrooms that students were provided additional or alternative instruction. This item supported the low frequency of differentiated learning opportunities previously described in the Equitable Learning Environment. Both items supported Team Member observations that most instruction was "one size fits all." The ratings also underscored the need for classroom supervision and monitoring of classroom instructional strategies to assist teachers in developing more effective use of these learning environments.

It was evident/very evident in 48 percent of classrooms that students were actively engaged in their learning. It was evident/very evident 48 percent of classrooms that students had opportunities to engage in discussions with the teacher or other students. These items supported Team Member observations that most of the instruction was teacher-centered with little active student participation. The Team also noted that in many

classrooms the students were compliant with the rules and lesson activities, however, they were not actively engaging the lesson material.

It was evident/very evident in 62 percent of classrooms that students demonstrated they understood the lesson. It was evident/very evident in 33 percent of classrooms that students understood how their work was assessed. It was evident/very evident in 29 percent of classrooms that students had opportunities to revise and improve their work based on feedback. These low ratings supported the need to increase the frequency of formative assessment practices in all classrooms. All were correlated with AdvancED Indicators 5.1-5.2 which address components of a comprehensive assessment system. The items were also correlated with Indicator 3.2 which is an Improvement Priority carried forward from the March, 2014 Diagnostic Review.

It was evident/very evident in 81 percent of classrooms that students spoke and interacted respectfully with teachers and peers. It was evident/very evident in 76 percent of classrooms that students knew classroom routines and behavioral expectations. These items supported Team Member observations that the students were well behaved and respectful and that the classrooms were well-managed.

It was evident/very evident in 29 percent of classrooms that students used digital tools/technology to gather, evaluate or use information for learning. It was evident/very evident in just 10 percent of classrooms that students used digital tools/technology to communicate and work collaboratively.

## eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.86	Has differentiated learning opportunities and activities that meet her/his needs	0.00%	28.57%	28.57%	42.86%
2.	3.19	Has equal access to classroom discussions, activities, resources, technology, and support	28.57%	61.90%	9.52%	0.00%
3.	2.90	Knows that rules and consequences are fair, clear, and consistently applied	9.52%	71.43%	19.05%	0.00%
4.	2.05	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	23.81%	9.52%	14.29%	52.38%
<b>Overall rating on a 4 point scale: 2.50</b>						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.19	Knows and strives to meet the high expectations established by the teacher	4.76%	19.05%	66.67%	9.52%
2.	2.57	Is tasked with activities and learning that are challenging but attainable	9.52%	42.86%	42.86%	4.76%
3.	1.81	Is provided exemplars of high quality work	4.76%	14.29%	38.10%	42.86%
4.	2.52	Is engaged in rigorous coursework, discussions, and/or tasks	9.52%	42.86%	38.10%	9.52%
5.	2.00	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	4.76%	19.05%	47.62%	28.57%
<b>Overall rating on a 4 point scale: 2.22</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.	2.48	Demonstrates or expresses that learning experiences are positive	4.76%	47.62%	38.10%	9.52%
2.	2.48	Demonstrates positive attitude about the classroom and learning	9.52%	33.33%	52.38%	4.76%
3.	2.43	Takes risks in learning (without fear of negative feedback)	4.76%	52.38%	23.81%	19.05%
4.	2.52	Is provided support and assistance to understand content and accomplish tasks	9.52%	33.33%	57.14%	0.00%
5.	1.57	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	4.76%	9.52%	23.81%	61.90%
<b>Overall rating on a 4 point scale: 2.30</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	0.00%	47.62%	33.33%	19.05%
2.	2.05	Makes connections from content to real-life experiences	4.76%	33.33%	23.81%	38.10%
3.	2.33	Is actively engaged in the learning activities	4.76%	42.86%	33.33%	19.05%
<b>Overall rating on a 4 point scale: 2.22</b>						

<b>E. Progress Monitoring and Feedback</b>			<b>%</b>			
<b>Item</b>	<b>Average</b>	<b>Description</b>	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
1.	2.10	Is asked and/or quizzed about individual progress/learning	4.76%	33.33%	28.57%	33.33%
2.	2.05	Responds to teacher feedback to improve understanding	9.52%	23.81%	28.57%	38.10%
3.	2.71	Demonstrates or verbalizes understanding of the lesson/content	14.29%	47.62%	33.33%	4.76%
4.	2.00	Understands how her/his work is assessed	4.76%	28.57%	28.57%	38.10%
5.	1.71	Has opportunities to revise/improve work based on feedback	0.00%	28.57%	14.29%	57.14%
<b>Overall rating on a 4 point scale: 2.11</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.	3.10	Speaks and interacts respectfully with teacher(s) and peers	33.33%	47.62%	14.29%	4.76%
2.	2.86	Follows classroom rules and works well with others	23.81%	47.62%	19.05%	9.52%
3.	2.29	Transitions smoothly and efficiently to activities	9.52%	33.33%	33.33%	23.81%
4.	2.05	Collaborates with other students during student-centered activities	19.05%	19.05%	9.52%	52.38%
5.	2.90	Knows classroom routines, behavioral expectations and consequences	19.05%	57.14%	19.05%	4.76%
<b>Overall rating on a 4 point scale: 2.64</b>						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.76	Uses digital tools/technology to gather, evaluate, and/or use information for learning	4.76%	23.81%	14.29%	57.14%
2.	1.71	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	19.05%	4.76%	4.76%	71.43%
3.	1.43	Uses digital tools/technology to communicate and work collaboratively for learning	0.00%	9.52%	23.81%	66.67%
<b>Overall rating on a 4 point scale: 1.63</b>						

## Findings

### Improvement Priority

Develop, implement and monitor a district curriculum plan and process that addresses: 1) the development and use of district-wide curriculum documents: (e.g., congruent Pacing Guides, Instructional Units, Lesson Plans and Assessments), 2) vertical and horizontal curriculum alignment so that all essential standards are taught at each grade level, 3) the inclusion of challenging and equitable opportunities for all students to develop learning skills, thinking skills and life skills, 4) individualized learning activities for each student in a way that supports achievement of expectations, and, 5) monitoring of progress by examining student academic performance data.

(Indicator 3.1)

#### Primary Indicator

Indicator 3.1

#### Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in the attachments of this report, revealed that students who scored Proficient/Distinguished performed below state averages in all core content areas except for math. Data indicated that the district had not been effective in developing plans and practices that ensured the curriculum was aligned, implemented and monitored. Of particular concern to the Diagnostic Review Team was that 25 percent of students performed at the Proficient/Distinguished level in Biology while nearly 75 percent of students performed at the Novice/Apprentice levels.

Classroom Observation Data:

It was evident/very evident in 53 percent of classrooms that students were engaged in rigorous coursework, discussions, or activities. It was evident/very evident in 24 percent of the classrooms that students knew and tried to meet high expectations established by the teacher. It was evident/very evident in 29 percent of the classrooms that students had differentiated learning activities. It was evident/very evident in 14 percent of the classrooms that students were provided additional/alternative instruction and feedback.

#### Stakeholder Survey Data:

Sixty-nine percent of students agreed/strongly agreed with the statement, "My school provides me with challenging curriculum and learning experiences." Thirty-nine percent of students agreed/strongly agreed with the statement, "All of my teachers change their teaching to meet my learning needs." Sixty-six percent of parents agreed/strongly agreed with the statement, "All of my child's teachers provide an equitable curriculum that meets his/her learning needs."

#### Stakeholder Interviews:

Some district level administrators and board members were knowledgeable of how Curricular Units and Instructional Units were put into the Continuous Instructional Improvement Technology System (CIITS). Most district level administrators and school board members were consistently unable to explain the district approved curriculum framework and how it was implemented systematically across district and monitored. School board members shared a lack of awareness regarding curriculum and student opportunities. One district administrator discussed how the district focus had been on the development of standards and noted that "We had to backtrack when we got started. Everyone matched their course against the standards and we had some real 'aha' moments."

#### Documents and Artifacts:

A thorough review of all supporting documents provided by the district revealed that course syllabi, lesson plans, and various e-mails regarding instructional and curricular units in CIITS were the primary supporting documents related to this Improvement Priority. There was no evidence of a systematic well planned curriculum framework and process that was continuously monitored throughout the district.

### **Improvement Priority**

Develop, implement and monitor a district-wide instructional plan and process that ensures teachers develop lesson plans and instructional strategies that: 1) inform students of clear learning expectations, 2) provide students examples of how they will demonstrate learning, 3) formatively assess student learning to guide and modify instruction and provide on-going student performance feedback, 4) provide students with exemplars of high quality work, 5) require student collaboration and self-reflection, 6) address student development of critical thinking skills, and, 7) are individualized to meet unique student learning needs.

(Indicator 3.3, Indicator 3.6)

Primary Indicator

## Indicator 3.6

Evidence and Rationale

## Student Performance Data:

Student performance data, as detailed in the attachments of this report, revealed that students who scored Proficient/Distinguished performed below state averages in all core content areas except for math. The Language Mechanics Proficient/Distinguished performance level decreased from 2013 through 2015. Data indicated that the district had not been effective in developing, implementing and monitoring plans and practices that ensured teachers were developing lesson plans and instructional strategies that addressed specific student learning needs.

## Classroom Observation Data:

It was evident/very evident in 24 percent of classrooms that the students knew and tried to meet the expectations established by the teacher. It was evident/very evident in 19 percent of classrooms that the students were provided exemplars of high quality work. It was evident/very evident in 43 percent of classrooms that students were provided support and assistance to understand and accomplish the lesson tasks. It was evident/very evident in 38 percent of classrooms that students were asked or quizzed about individual progress. It was evident/very evident in 33 percent of classrooms that students understood how their work was assessed.

## Stakeholder Survey Data:

Sixty-five percent of students agreed/strongly agreed “All of my teachers explain their expectations for learning and behavior so I can be successful” and 62 percent of students agreed/strongly agreed “All of my teachers provide me with information about my learning and grades.” Sixty-one percent of staff agreed/strongly agreed “All teachers in our school provide students with specific and timely feedback about their learning.”

## Stakeholder Interviews:

Some district level administrators reported that they completed eighty to one hundred classroom walkthroughs this school year. Administrators did not share a specific process that ensured teachers received useful feedback to adjust lesson planning and instructional practices.

## Documents and Artifacts:

A review of evidence folders included a 2014-15 District Walkthrough Schedule (outdated), lesson plans from a Cultural Geography class, course syllabi, a description of the Measures of Academic Progress (MAP) and evidence of some curriculum mapping work through Curriculum Manager. There was no district protocol that included research-based instructional strategies or any evidence of systemic lesson plan development or use.

In the March, 2014 Diagnostic Review an Improvement Priority (Indicator 3.6) was developed that stated, "Develop, implement, and monitor effective instructional processes in all schools that clearly inform students of learning expectations and standards of performance. Ensure that the process also 1) provides exemplars of high quality students work to facilitate students' understanding of learning expectations, 2) uses a variety of formative assessments to inform possible modification to instruction or use of different strategies to meet all students' needs, and, 3) provides timely and specific feedback on student progress." The district stated in the 2015-16 Leadership Assessment/Diagnostic Review Addendum, "This Improvement Priority has been partially addressed." The Diagnostic Review Team concluded "There is little or no evidence that this Improvement Priority has been addressed."

### **Improvement Priority**

Develop, implement, document and monitor a comprehensive assessment system that ensures all district and school personnel 1) use data from multiple assessments of student learning, 2) use consistent measurement practices across all classrooms, courses and educational programs, 3) use data to monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment, and, 4) regularly evaluate the assessment process for reliability and effectiveness in improving instruction and student learning. (Indicator 3.2, Indicator 5.1, Indicator 5.2)

#### Primary Indicator

Indicator 3.2

#### Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in the attachments of this report, revealed that students performed below the state average in English II, Biology, U.S. History, Writing, and Language Mechanics. Students also demonstrated inconsistent growth in performance over a three year testing cycle in English II, Biology, U.S. History, Writing, and Language Mechanics. In terms of proficiency and gap, students did not meet proficiency targets in reading, science and writing. Students did not meet gap targets in reading, science, social studies and writing. In regards to ACT, students scored below the state average in English, Math, and Reading. Knox Central High School demonstrated an overall decrease in performance over a three year testing cycle in Math. The students also demonstrated inconsistent growth over a three year testing cycle in English. Student performance data indicated a lack of an intentional comprehensive assessment system that ensured effectiveness in improving instruction and student learning.

Classroom Observation Data:

It was evident/very evident in 29 percent of classrooms that students were provided with differentiated learning opportunities and activities that met the students' learning needs. It was evident/very evident in 24 percent of classrooms that students knew and strived to meet high expectations established by the teacher. It was evident/very evident in 52 percent of classrooms that students were tasked with activities and learning that

were challenging but attainable. It was evident/very evident in 52 percent of classrooms that students were engaged in rigorous coursework, discussions and/or tasks. It was evident/very evident in 24 percent of classrooms that students were asked and responded to questions that required higher order thinking (e.g., applying, evaluating, synthesizing). It was evident/very evident in 43 percent of classrooms that students were provided support and assistance to understand content and accomplish tasks. It was evident/very evident in 14 percent of classrooms observed that students were provided additional/alternative instruction and feedback at the appropriate level for the students' needs.

#### Stakeholder Survey Data:

Forty-one percent of students agreed/strongly agreed that "all of my teachers change their teaching to meet my learning needs," indicating that most students were ambivalent or did not think individual learning needs were being met in all classrooms. Sixty-eight percent of staff agreed/strongly agreed that "all teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum," supporting the need for a systemic comprehensive assessment system used to monitor and adjust curriculum, instruction and assessment.

#### Stakeholder Interviews:

District level administrators and board members were consistently unable to describe how district personnel systematically monitored and adjusted curriculum, instruction and assessment to ensure vertical and horizontal alignment, as well as alignment to the school's goals for improvement in student performance. Other than the previously described work with CIITS, administrators and board members were consistently unable to describe how the district maintained and systemically used a comprehensive assessment system that produced data from multiple assessment measures.

#### Documents and Artifacts:

A review of documents provided by the district included neither a comprehensive assessment system nor a plan or process for analyzing and interpreting a variety of student assessment data. One document titled "Explanation of Curriculum and Assessment work in CIITS planning, bugs, and fixes..." described the problems the district encountered and concluded by stating "The plan for 2016-2017 is to use the teacher equivalent days at the beginning of the year to input common assessments into CIITS/Grade Cam for easy reporting by school, and district at any level." Several documents described how to use data, however, there was no evidence as to how these documents were actually used or what results occurred. Several documents described data retreats at several schools; however, there was no evidence of the use of the training.

In the March 2014 Diagnostic Review, an Improvement Priority (Indicator 3.2) was developed that stated "Develop and implement systematic processes that require collaboration with school leaders and the interpretation of a variety of assessment data to support, monitor, and evaluate district-wide curriculum implementation, delivery of instruction, and application of professional learning." The district stated in the 2015-16 Leadership Assessment/Diagnostic Review Addendum, "This Improvement Priority has been addressed

satisfactorily." The Diagnostic Review Team concluded, "There is little or no evidence that this Improvement Priority has been addressed."

# Leadership Capacity

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

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

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

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

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

## Standard 1 - Purpose and Direction

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

Indicator	Description	Review Team Score
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	2.00
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	1.80
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	1.40
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	1.00

## 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.	1.20
2.2	The governing body operates responsibly and functions effectively.	1.00
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.	1.00
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	1.00
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	1.80
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	1.80

# Findings

## Improvement Priority

Develop, implement, and monitor a district supervision and evaluation plan and process that: 1) ensures teachers are teaching the district-approved curriculum and that the curriculum emphasizes the use and development of higher-order thinking skills for all students, and, 2) provides immediate and specific feedback to teachers that allows for adjustment of classroom instructional practice to ensure student learning.

(Indicator 2.6, Indicator 3.4)

### Primary Indicator

Indicator 2.6

### Evidence and Rationale

Student Performance Data:

Student performance data, as detailed in the attachments of this report, reflected performance consistently lower than state averages. Inconsistent growth in achievement of core subjects on PLAN and ACT assessments was reflected over the past three-year cycle. School Achievement of Proficiency and Gap Delivery Targets (2014-2015) were not consistently met. The data indicated that school achievement of state generated College and Career Readiness targets were lower than the state average. The lowest overall combined performance area on Program Review was the Curriculum and Instruction standard. Data supported that the district had not been effective in establishing appropriate curriculum and instructional feedback processes that leads to student achievement.

Classroom Observation Data:

It was evident/very evident in 24 percent of classrooms that students knew and tried to meet high expectations established by the teacher. It was evident/very evident in 24 percent of classrooms that students were asked and responded to questions that required higher order thinking (e.g., applying, evaluating, synthesizing). It was evident/very evident in 53 percent of classrooms that students were engaged in rigorous coursework, discussions, and/or tasks.

It was evident/very evident in only 19 percent of classrooms that students were provided exemplars of high quality work. It was evident/very evident in 29 percent of classrooms that students were provided differentiated learning opportunities. It was evident/very evident in just 14 percent of classrooms that students were "provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs." It was evident/very evident in 38 percent of classrooms that students were "asked and/or quizzed about individual progress/learning."

Stakeholder Interviews:

District level administrators and school board members were consistently unable to describe or explain a district approved curriculum framework and/or the existence of rigorous learning opportunities for all students.

District level administrators discussed linking lesson plans to standards in the Continuous Instructional Improvement Technology System (CIITS), however, failed to indicate a district curriculum plan being used to ensure district alignment. Administrators indicated that schools were given autonomy in curriculum matters. School board members demonstrated a general lack of awareness regarding curriculum and student learning opportunities.

District level administrators reported they collected classroom walkthrough data at various times throughout the year. They stated they emailed results to the superintendent who then emailed it to school principals. The superintendent stated, "I asked administrators to make a certain number of e-walks per month." Administrators were unable to share a specific process that ensured teachers received the walkthrough feedback in order to adjust instructional practices. One central office director noted, "We tried to eliminate the perception that district staff are there to evaluate teachers, not support them." Another commented, "This process is not where it needs to be."

#### Documents and Artifacts:

The district's Certified Personnel Supervision Policy has not been revised since 1992. Walkthrough documentation provided did not include a feedback process for teachers. Walkthrough schedules provided were outdated (2014-15) and not consistently followed. Teacher feedback documentation from walkthroughs was not included. E-walk documentation was not included in the documented evidence. A district curriculum framework was not supported in documentation.

In the March, 2014 Diagnostic Review an Improvement Priority was developed that stated "Refine and implement staff supervision and evaluation processes to ensure consistent implementation with timely and meaningful feedback that focuses on improvement of rigorous instructional strategies as evidenced by increased student achievement. The district stated in the 2015-16 Leadership Assessment/Diagnostic Review Addendum, "This Improvement Priority has been addressed satisfactorily." The Diagnostic Review Team concluded "This Improvement Priority has been partially addressed."

### **Improvement Priority**

Review and comply with all board policies, procedures, laws and regulations pertaining to the roles and conduct of individual board members and the board as a whole. Implement a process to evaluate board decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, free of conflict of interest, and for the benefit of student learning.

(Indicator 2.2)

#### Primary Indicator

Indicator 2.2

#### Evidence and Rationale

Stakeholder Interviews:

Interviews with district administrators and school board members revealed that board members have attended required professional development on the roles and responsibilities of the governing body and its individual members. However, some interviews revealed specific examples in which provisions of the Code of Ethics, and roles and responsibilities as defined by policies, laws and regulations were not being followed. One board member reported that "only two board members are interested in student progress." The board does not function as a cohesive unit to support student learning. Rather, individual interests and motives appeared to underlie many actions of the board rather than a commitment to serve the students and community. Some board members verbalized an interest in the academic progress of the schools; however, some board members indicated a stronger concern with specific non-instructional areas such as transportation, or a particular interest in certain schools.

The superintendent informed the Diagnostic Review Team at the beginning of the on-site review that his contract had been non-renewed effective June 30, 2016. One district administrator stated that, "there has been a recent improvement in board behavior but I'm not sure why the board terminated his contract."

#### Documents and Artifacts:

The Kentucky Board Code of Ethics states that school board members will "govern effectively and with integrity," and will "obey and uphold all laws, rules, regulations and court orders of the Commonwealth of Kentucky and of the United States." Kentucky Revised Statute 160.170 is an oath that newly elected board members must take before assuming the duties of office. The oath states in part that the board member "will not in any way influence the hiring or appointment of district employees" except the hiring of the superintendent or school board attorney. A November, 2015 Office of Education Accountability (OEA) investigation and report on allegations of wrongdoing by the board cited evidence from written documentation of board member involvement in personnel matters, and concluded that Kentucky statute was violated. Review of selected school district documents indicated that board members have participated in professional development sessions on ethics, finances and superintendent evaluation. Evidence of a process to evaluate board decisions and actions to ensure they are in accordance with policies, laws and regulations and support student learning, was not provided.

In the March, 2014 Diagnostic Review an Improvement Priority (Indicator 2.1) was developed that stated "Develop policies and monitor implementation of practices aligned with district purpose and direction that communicate expectations for the effective operation of the district and its schools. Specify expectations for an equitable and challenging learning environment for all students, the implementation of a high quality professional development program for district staff, and the efficient management of district fiscal resources." The district stated in the 2015-16 Leadership Assessment/Diagnostic Review Addendum, "This Improvement Priority has been partially addressed." The Diagnostic Review Team concluded "There is little or no evidence that this Improvement Priority has been addressed."

#### **Improvement Priority**

Review board policies and practices to ensure, support and respect the autonomy of system and school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the

system and its schools. Maintain a clear distinction in all board actions between the roles and responsibilities of the school board and those of system and school leadership.

(Indicator 2.3)

Primary Indicator

Indicator 2.3

Evidence and Rationale

Stakeholder Survey Data:

Sixty-eight percent of parents agreed/strongly agreed with the statement, "Our school's governing body does not interfere with the operation or leadership of our school," indicating that almost a third of parents disagreed or were ambivalent as to the board's support and respect of the autonomy of school leadership. Similarly, only 59 percent of staff agreed/strongly agreed with the statement, "Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership," suggesting that over 40 percent of staff disagreed or were ambivalent about the board's separation of its roles and responsibilities from those of school leadership.

Stakeholder Interviews:

District administrators stated that board member involvement in the day-to-day operation of the schools, and in decisions which rightfully fall under the purview of school and district leadership has decreased in the last several months; however, some board members still frequently impinged on the authority of school and district leadership. District administrators cited specific examples of board members attempting to influence school and district leadership in personnel and financial matters, and other decisions involving the day-to-day operation of the schools. One administrator stated "the board interferes with day-to-day operations. We have made significant progress in the central office and the board behaviors have resulted in uncertainty and anxiety throughout the district." One board member stated "There are some board members involved in day to-day-operations. There is an investigation now of two board members. Interference now has subsided since the Office of Education Accountability (OEA) report but only because of that."

Some board members expressed confusion about the limits of their authority and why district administrators contended that they acted outside the scope of board members' defined responsibilities. One board member commented "There was an investigation in February of our Technology Department ordered by a board member because the tech director spilled the beans to the OEA." One board member denied that the board "did any of that" in reference to being asked about the board's role in day to day operations of the school district. Another board member stated that "We didn't know what we could do. My wings are clipped," in reference to the OEA findings.

Documents and Artifacts:

The Kentucky Board Code of Ethics states that school board members will "shun actions which could be

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interpreted as an attempt to run the schools through the administration.” Review of documents indicated that board members have participated in professional development on ethics, finances and superintendent evaluation. Training for some board members was mandated in a November, 2015 report following an investigation by the Office of Education Accountability. The report provided evidence from written documentation that some board members were and continued to be involved in the day-to-day operations of the district in violation of state statute. When interviewed by investigators, these board members stated that they had become aware of the limitations of their authority as board members; however, the report concluded that “based on the ongoing instances of interference,” the board members appeared to have “chosen to disregard those limitations.” Data from stakeholder surveys and interviews supported that some board members continued to violate the limits of the defined roles and responsibilities of a board member.

In the March, 2014 Diagnostic Review an Improvement Priority was developed that stated "Ensure all school board members function within their prescribed roles and responsibilities and refrain from engaging in the day-to-day operations of the district and its individual schools. Respect, support and protect the district and school leadership's actions and decisions to make effective decisions that improve teaching, learning, and organizational effectiveness." The district stated in the 2015-16 Leadership Assessment/Diagnostic Review Addendum, "This Improvement Priority has been partially addressed." The Diagnostic Review Team concluded "There is little or no evidence that this Improvement Priority has been addressed."

## 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.	1.40
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.	2.80
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	1.40
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.	2.60
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.	2.60
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.	2.60

# Conclusion

Six Improvement Priorities were generated from the March, 2014 Diagnostic Review. One stated, "Research, identify, and implement ways to more effectively include and engage stakeholders, especially parents, by providing opportunities to shape decisions, provide feedback, work collaboratively on improvement efforts, etc. Monitor and evaluate the effectiveness of these efforts to measurably improve stakeholder engagement." The Diagnostic Review Team concluded that there had been some progress in this area. The superintendent noted, "We have made a lot of progress in this area. We bring in community members and students." Additional evidence offered by district administrators was more frequent use of social media and the use of surveys. An advisory committee at the high school was established. Several board members also noted significant progress in this area.

The district was offered an opportunity to include parents and community members in the Diagnostic Review interviews; however, only two parents from the high school were made available for interviews. The district is encouraged to more actively involve the community in all facets of school operations.

The Diagnostic Review Team concluded that little to no progress had occurred with the other five Improvement Priorities developed in March, 2014. Two of those Improvement Priorities addressed performance of the school board. The Diagnostic Review Team concluded in both cases that "There is little or no evidence that this Improvement Priority has been addressed." The board has neither developed policies nor monitored "implementation of practices aligned with district purpose and direction that communicate expectations for the effective operation of the district and its schools." The board has also failed to "specify expectations for an equitable and challenging learning environment for all students, the implementation of a high quality professional development program for district staff, and the efficient management of district fiscal resources."

Additionally, the board has failed to "ensure all school board members function within their prescribed roles and responsibilities and refrain from engaging in the day-to-day operations of the district and its individual schools." Finally, the board has failed to "respect, support and protect the district and school leadership's actions and decisions to make effective decisions that improve teaching, learning, and organizational effectiveness."

The remaining three Improvement Priorities developed from the March, 2014 Diagnostic Review addressed the district's supervision and evaluation of teaching and learning in the schools. Minimal progress has occurred with implementing "staff supervision and evaluation processes to ensure consistent implementation with timely and meaningful feedback that focuses on improvement of rigorous instructional strategies as evidenced by increased student achievement." The central office staff cited the use of a newly developed classroom walkthrough process; however, there was no evidence offered that teachers actually received any useful feedback to "support the improvement of instructional practices of teachers to ensure student success."

There was essentially no evidence offered that, "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."

Finally, there was no evidence offered that district staff had intentionally and successfully begun to "Develop, implement, and monitor effective instructional processes in all schools that clearly inform students of learning expectations and standards of performance."

The six Improvement Priorities generated in this Diagnostic Review were essentially carried forward from March, 2014. In order to provide an equitable and high quality academic program to all students in all schools, the leadership (board and central office staff) will have to find ways to work collaboratively with one another. Additionally, the board will need to support district administrators in developing effective teaching and learning processes throughout the district. The evidence cited in the Improvement Priorities sections of this report is compelling that much is to be done in all of these areas.

## Improvement Priorities

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

- Develop, implement and monitor a district curriculum plan and process that addresses: 1) the development and use of district-wide curriculum documents: (e.g., congruent Pacing Guides, Instructional Units, Lesson Plans and Assessments), 2) vertical and horizontal curriculum alignment so that all essential standards are taught at each grade level, 3) the inclusion of challenging and equitable opportunities for all students to develop learning skills, thinking skills and life skills, 4) individualized learning activities for each student in a way that supports achievement of expectations, and, 5) monitoring of progress by examining student academic performance data.
- Develop, implement and monitor a district-wide instructional plan and process that ensures teachers develop lesson plans and instructional strategies that: 1) inform students of clear learning expectations, 2) provide students examples of how they will demonstrate learning, 3) formatively assess student learning to guide and modify instruction and provide on-going student performance feedback, 4) provide students with exemplars of high quality work, 5) require student collaboration and self-reflection, 6) address student development of critical thinking skills, and, 7) are individualized to meet unique student learning needs.
- Develop, implement, and monitor a district supervision and evaluation plan and process that: 1) ensures teachers are teaching the district-approved curriculum and that the curriculum emphasizes the use and development of higher-order thinking skills for all students, and, 2) provides immediate and specific feedback to teachers that allows for adjustment of classroom instructional practice to ensure student learning.
- Develop, implement, document and monitor a comprehensive assessment system that ensures all district and school personnel 1) use data from multiple assessments of student learning, 2) use consistent measurement practices across all classrooms, courses and educational programs, 3) use data to monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment, and, 4) regularly evaluate the assessment process for reliability and effectiveness in improving instruction and student learning.
- Review and comply with all board policies, procedures, laws and regulations pertaining to the roles and

conduct of individual board members and the board as a whole. Implement a process to evaluate board decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, free of conflict of interest, and for the benefit of student learning.

- Review board policies and practices to ensure, support and respect the autonomy of system and school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the system and its schools. Maintain a clear distinction in all board actions between the roles and responsibilities of the school board and those of system and school leadership.

# Addenda

## Team Roster

Member	Brief Biography
Dr. George W Griffin	<p>Dr. Griffin holds B.A. and M.Ed. degrees from Duke University. He received his Ph.D. in Special Education from The University of North Carolina at Chapel Hill. Primary areas of concentration included the education of students with learning disabilities and/or behavior problems, and educational administration. During his 40-year education career Griffin has been a special education teacher, high school principal, central office program director, state department program director, and university professor. He has extensive experience in alternative school programming; having served as a school director and statewide program director for services for violent and assaultive youth in North Carolina. Griffin has served as the Department Chair in the Department of Educational Leadership, Research, and Technology at North Carolina Central University. He has also served as a Special Education Due Process Hearing Officer in North Carolina. Griffin is the author of several entries in the Encyclopedia of Educational Leadership and Administration as well as a contributor to several special education textbooks and professional journals.</p> <p>Dr. Griffin is an independent educational consultant. He serves as a Lead Evaluator with AdvancED and has lead reviews in numerous schools and school districts throughout the United States and in the Middle East. He was the keynote speaker and a session presenter at the first AdvancED International Learning Disabilities Conference (May, 2013) in Beirut, Lebanon. He has also presented interactive training sessions at AdvancED Global Education Conferences in the United Arab Emirates, Saudi Arabia, and Egypt.</p>
Mr. David Raleigh	<p>Mr. David Raleigh currently works as an Education Recovery Leader for the Kentucky Department of Education, serving Jefferson County Public Schools . He earned his Bachelor's and two Master's degrees from Eastern Kentucky University. Mr. Raleigh holds a superintendent certificate and recently became a Certified School Improvement Specialist through The Institute for Performance Improvement. Mr. Raleigh has held a variety of roles in education, while working as a school superintendent, principal and assistant principal. Prior to becoming a school administrator, Mr. Raleigh taught for 14 years in the Fayette County Public Schools system.</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>
Tara Rodriguez	<p>Tara Rodriguez taught physical science and Spanish at the high school level for 17 years. She completed Master's degrees in Education, Spanish, and Instructional Leadership. Tara is currently the Branch Manager of District 180 at the Kentucky Department of Education.</p>
Ms. Melissa Stephanski	<p>My name is Melissa Stephanski and I am the principal of Plano Elementary School in Warren County Public Schools. During my tenure I have served as a Physical Education teacher, Elementary School Counselor, Alternative Program head teacher, Assistant Principal, and Principal in the WCPS district.</p>

## About AdvancED

AdvancED is the world leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 public and private schools and school systems – enrolling more than 20 million students - across the United States and 70 countries.

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 became part of AdvancED.

Today, NCA CASI, NWAC and SACS CASI serve as accreditation divisions of AdvancED. The Accreditation Divisions of AdvancED share research-based quality standards that cross school system, state, regional, national, and international boundaries. Accompanying these standards is a unified and consistent process designed to engage educational institutions in continuous improvement.

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## Attachments

The following attachments have been included in this report.

1. Student Performance Data Analysis
2. Stakeholder Survey Plus/Delta
3. Diagnostic Review Team Schedule
4. Leadership Assessment Addendum

## Student Performance Results

School Name: Knox Central High School

### Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
<b>2014-2015</b>	59.5	60.5	69.6	YES	YES	NO
<b>2013-2014</b>	53.5	54.5	59.5	YES	YES	YES

### Plus

- Knox Central High School met AMO in 2013-2014 and 2014-2015
- Knox Central High School met Participation Rate in 2013-2014 and 2014-2015
- Knox Central High School met Graduation Rate in 2013-2014

### Delta

- Knox Central High School did not meet Graduation Rate in 2014-2015

### Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP End-of-Course Assessments at the School and in the State (2012-2013, 2013-2014, 2014-2015)

Content Area	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)	%P/D School (14-15)	%P/D State (14-15)
<b>English II</b>	44.3	55.8	38.2	55.4	44.5	56.7
<b>Algebra II</b>	11.5	36.0	27.1	37.9	38.8	38.1
<b>Biology</b>	22.5	36.3	16.5	39.8	24.9	39.6
<b>U.S. History</b>	40.0	51.3	30.6	58.0	41.7	56.8
<b>Writing</b>	39.4	48.2	35.8	43.3	43.0	50.0

<b>Language Mech.</b>	42.4	51.4	38.3	49.9	39.7	51.6
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Plus

- Knox Central High School performed above the state average in Algebra II in 2014-2015.
- Knox Central High School demonstrated a positive trend over a three year testing cycle in Algebra II.
- Knox Central High School’s overall highest performance area is Algebra II.
- Knox Central High School demonstrate growth in every content area from 2013-2014 to 2014-2015.

Delta

- Knox Central High School performed below the state average in English II, Biology, U.S. History, Writing, and Language Mechanics.
- Knox Central High School demonstrated inconsistent growth in performance over a three year testing cycle in English II, Biology, U.S. History, Writing, and Language Mechanics.
- Knox Central High School’s overall lowest performance area is Biology.

**Percentage of Students Meeting Benchmarks on PLAN, Grade 10, at the School and in the State (2012-2013, 2013-2014, 2014-2015)**

<b>Content Area</b>	<b>Percentage School (12-13)</b>	<b>Percentage State (12-13)</b>	<b>Percentage School (13-14)</b>	<b>Percentage State (13-14)</b>	<b>Percentage School (14-15)</b>	<b>Percentage State (14-15)</b>
<b>English</b>	61.2	67.8	54.7	66.2	48.2	62.3
<b>Math</b>	12.5	25.8	20.9	25.6	17.9	27.9
<b>Reading</b>	32.6	43.2	41.5	48.0	31.2	43.7
<b>Science</b>	18.3	21.2	13.2	19.5	12.4	21.9

Plus

- Knox Central High School’s highest overall performance area is English.

Delta

- Knox Central High School scored below the state average in English, Math, Reading, and Science.

- Knox Central High School demonstrated an overall decrease in performance over a three year testing cycle in English, Reading, and Science.
- Knox Central High School demonstrated inconsistent growth in performance over a three year testing cycle in Math.
- Knox Central High School's lowest overall performance area is Science.

**Percentages of Students Meeting Benchmarks on ACT, Grade 11, at the School and in the State (2012-2013, 2013-2014, 2014-2015)**

Content Area	Percentage School (12-13)	Percentage State (12-13)	Percentage School (13-14)	Percentage State (13-14)	Percentage School (14-15)	Percentage State (14-15)
English	43.0	53.1	45.9	55.9	43.2	55.3
Math	30.2	39.6	31.2	43.5	27.7	38.1
Reading	30.8	44.2	32.2	47.1	33.8	47.4

Plus

- Knox Central High School's highest overall performance area is English.
- Knox Central High School demonstrated an overall growth in performance over a three year testing cycle in Reading.

Delta

- Knox Central High School scored below the state average in English, Math, and Reading.
- Knox Central High School demonstrated an overall decrease in performance over a three year testing cycle in Math.
- Knox Central High School demonstrated inconsistent growth over a three year testing cycle in English.
- Knox Central High School's lowest overall performance area is Math.

**School Achievement of Proficiency and Gap Delivery Targets (2014-2015)**

Tested Area	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	39.2	40.1	YES	35.5	37.2	YES

<b>Reading</b>	51.1	42.9	NO	45.9	39.5	NO
<b>Math</b>	27.1	37.3	YES	25.0	34.8	YES
<b>Science</b>	33.5	24.3	NO	29.5	19.4	NO
<b>Social Studies</b>	40.2	40.8	YES	36.7	35.2	NO
<b>Writing</b>	42.7	41.8	NO	38.7	35.0	NO

Plus

- Knox Central High School's highest overall performance area in proficiency is Reading.
- Knox Central High School's highest overall performance area in gap is Reading.
- Knox Central High School met proficiency delivery targets in combined Reading and Math, Math, and Social Studies.
- Knox Central High School met gap delivery targets in combined Reading and Math and Math.

Delta

- Knox Central High School did not meet proficiency targets in Reading, Science, and Writing.
- Knox Central High school did not meet gap targets in Reading, Science, Social Studies, and Writing.
- Knox Central High School's overall lowest performance area in proficiency is Science.
- Knox Central High School's overall lowest performance area in gap is Science.

**School Achievement of College and Career Readiness (CCR) and Graduation Rate Delivery Targets (2014-2015)**

<b>Delivery Target Type</b>	<b>Delivery Target (School)</b>	<b>Actual Score (School)</b>	<b>Actual Score (State)</b>	<b>Met Target (Yes or No)</b>
<b>College and Career Readiness</b>	59.5	63.7	66.8	YES
<b>Graduation Rate (for 4-year adjusted cohort)</b>	92.1	91.2	87.9	NO
<b>Graduation Rate (for 5-year adjusted cohort)</b>	91.8	92.6	88.9	YES

Plus

- Knox Central High School met College and Career Readiness delivery target in 2014-2015.
- Knox Central High School met Graduation Rate (5-Year Adjusted Cohort) delivery target and is above the state average in 2014-2015.
- Knox Central High School Graduate Rate (4-Year Adjusted Cohort) is above the state average in 2014-2015

Delta

- Knox Central High School did not meet Graduation Rate (4-Year Adjusted Cohort) delivery target in 2014-2015
- Knox Central High School College and Career Readiness is below the state average in 2014-2015.

<b>Program Reviews 2014-2015</b>						
<b>Program Area</b>	<b>Curriculum and Instruction (3 pts possible)</b>	<b>Formative &amp; Summative Assessment (3 pts possible)</b>	<b>Professional Development (3 pts possible)</b>	<b>Administrative/ Leadership Support (3 pts possible)</b>	<b>Total Score (12 points possible)</b>	<b>Classification</b>
<b>Arts and Humanities</b>	2.00	2.14	2.22	2.30	8.7	Proficient
<b>Practical Living</b>	1.90	2.00	2.00	2.08	8.0	Proficient
<b>Writing</b>	2.00	1.88	2.22	2.14	8.2	Proficient
<b>World Language and Global Competency*</b>	2.07	2.09	2.33	1.85	8.3	Proficient

\*The 2014-15 World Language Program Reviews scores for High Schools will be included with other program reviews to generate the comparable 2014-15 program review baseline score needed for 2015-16 accountability reporting.

Plus

- Knox Central High School program reviews are classified as Proficient in Arts and Humanities, Practical Living, Writing, and World Language.
- Knox Central High School's highest overall combined performance area is Professional Development.
- Knox Central High School's highest overall performance area based on total score in Program Review is Arts and Humanities, with an overall score of 8.7

Delta

- Knox Central High School's lowest overall combined performance area is Curriculum and Instruction.

Knox Central High School's lowest overall performance area based on total score in Program Review is Practical Living, with an overall score of 8.0.

## Stakeholder Survey Plus/Delta

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

### Teaching and Learning Impact

(Standards 3 and 5)

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

1. 78 percent of staff agree/strongly agree "All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching.)"
2. 78 percent of parents agree/strongly agree "My child is given multiple assessments to measure his/her understanding of what was taught."

**$\Delta$  Delta:**

1. 61 percent of staff agree/strongly agree "All teachers in our school provide students with specific and timely feedback about their learning."
2. 55 percent of parents agree/strongly agree "All of my child's teachers keep me informed regularly of how my child is being graded."

### Leadership Capacity

(Standards 1 and 2)

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

1. 95 percent of staff agree/strongly agree "Our school's purpose statement is clearly focused on student success."
2. 84 percent of parents agree/strongly agree "Our school's purpose statement is clearly focused on student success."

**$\Delta$  Delta:**

1. 51 percent of staff agree/strongly agree "In our school, all school personnel regularly engage families in their children's learning progress."
2. 68 percent of parents agree/strongly agree "Our school's governing body does not interfere with the operation or leadership of our school."

## Resource Utilization

(Standard 4)

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

1. 85 percent of staff agree/strongly agree "Our school maintains facilities that support student learning."
2. 85 percent of staff agree/strongly agree "Our school maintains facilities that contribute to a safe environment."

**Δ Delta:**

1. 68 percent of staff agree/strongly agree "Our school provides sufficient material resources to meet student needs."
2. 68 percent of parents agree/strongly agree "Our school ensures the effective use of financial resources."



## Diagnostic Review Schedule

**April 3-6, 2016**

### KNOX COUNTY PUBLIC SCHOOLS

**200 Daniel Boone Drive  
Barbourville, Kentucky 40906**

#### April 3, 2016 (SUNDAY)

Time	Event	Where	Who
3:00 p.m.	Check-in	Hotel	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Dinner – on your own		Diagnostic Review Team Members
5:00 pm - 8:00 pm	<p><u>Team Work Session #1: Orientation and Planning Session</u></p> <p>Reviewing Internal Review documents and determining preliminary ratings for all indicators.</p> <p>Determining questions and points of inquiry for the team.</p> <p>Reviewing team schedules and assignments for Monday</p>	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	<p><b>Superintendent’s Presentation</b></p> <p>(Topics to be addressed)</p>	Hotel Conference Room	Diagnostic Review Team Members

**Executive Summary Overview**

1. What is the system’s purpose and direction for improving student performance?

2. What additional information does the team need to know about the school system’s cultural, economic, historical context?

**Standards Overview**

1. What are the AdvancED Self Assessment ratings, how were they determined and who was involved in this determination?

2. What strengths and leverage points for improvement emerged from the system’s ratings of the indicators?

**Previous Leadership Assessment/Diagnostic Review Findings**

1. Specifically address the Improvement Priorities identified in the previous Leadership Assessment/Diagnostic Review Report. What evidence exists to indicate that the system has addressed these Improvement Priorities?

2. What has the system done to evaluate, support, and monitor improvement in student performance and the conditions that support learning at the Priority school in the last two years?

3. What has been the result of school/system efforts at the school? What evidence can the school district present to indicate that learning conditions and student achievement have improved?

## APRIL 4, 2016 (MONDAY)

<b>Time</b>	<b>Event</b>	<b>Where</b>	<b>Who</b>
6:30 am	Breakfast	Hotel	Diagnostic Review Team Members
7:00 a.m.	Team travel to district office		Diagnostic Review Team Members
8:00 a.m. – 9:00 a.m.	Superintendent Interview	District office	Diagnostic Review Team Members
9:00 a.m. - 11:30 a.m.	Individual private interviews with: <ol style="list-style-type: none"> <li>1. Superintendent</li> <li>2. Key members of the superintendent’s leadership team, i.e., assistant superintendents, deputy superintendents, directors, division heads, etc.</li> <li>3. Cross section of professional staff from all divisions including curriculum and instruction, human resources, finance, business, maintenance and operations, school safety, technology, transportation, special education, etc.</li> <li>4. Cross section of support personnel</li> </ol>	District office conference room	Diagnostic Review Team Members
10:00 a.m. – 10:15 a.m.	Break	District office	Diagnostic Review Team Members
9:00 a.m. – 11:30 a.m.	Some team members may be assigned to review artifacts and documents that were not provided to the team in advance.		
11:30 a.m. - 12:15 p.m.	Lunch & Team Debriefing	TBD	Diagnostic Review Team Members
12:15 p.m. - 4:30 p.m.	Interviews continue with: <ol style="list-style-type: none"> <li>1. All school board members (individual private interviews)</li> <li>2. Community members ( small group(s) of 4-8</li> </ol>	District office	Diagnostic Review Team Members (divided)

	<p>interviewees</p> <p>Note: Some DR Team members may conduct classroom observations during this time</p>		
4:30 p.m.	Team returns to hotel		Diagnostic Review Team Members
5:30 p.m. - 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 p.m. - 9:00 p.m.	<p>Evening Work Session #2</p> <p>Agenda to be determined by Lead and Associate Lead Evaluators</p> <p>Prepare for Day 2</p>	Hotel conference room	Diagnostic Review Team Members
	<p>Allow time for the school and district teams to share information from Day 1.</p> <ul style="list-style-type: none"> <li>• Possibly allow school and district standards teams to share information with each other and discuss preliminary indicator ratings as well as Opportunities for Improvement, Powerful Practices, Improvement Priorities</li> <li>• If possible, allow time to review preliminary eleot™ data</li> </ul>		

## APRIL 5, 2016 (TUESDAY)

<b>Time</b>	<b>Event</b>	<b>Where</b>	<b>Who</b>
6:30 am	Breakfast	Hotel	Diagnostic Review Team Members
8:00 a.m.	Team arrives at school	District office	Diagnostic Review Team Members
8:00 a.m. - 11:45 a.m.	Complete classroom observations and district office staff interviews	District office	Diagnostic Review Team Members
11:45 a.m. - 12:30 p.m.	Lunch & team debriefing	TBD	Diagnostic Review Team Members
12:30 p.m. - 4:00 p.m.	Continue review of artifacts and documentation	District office	Diagnostic Review Team Members
5:30 p.m. - 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 p.m. - 9:30 p.m.	Evening Work Session #3  Agenda to be determined by the Lead and Associate Lead Evaluator  Prepare for Day 3	Hotel Conference Room	Diagnostic Review Team Members

## APRIL 6, 2016 (WEDNESDAY)

Time	Event	Where	Who
7:00 am	Breakfast	Hotel	Diagnostic Review Team Members
8:00 a.m. - 11:30 a.m.	<p>Team Work Session</p> <ul style="list-style-type: none"> <li>• Complete the examination of any documents/artifacts not reviewed previously</li> <li>• Team members are asked to examine all Improvement Priorities and Powerful Practices for accuracy and completeness.</li> <li>• Review final ratings for standards and indicators and enter indicator ratings into ASSIST</li> <li>• Review and revise/edit supporting rationale for Improvement Priorities</li> <li>• Ensure all eleot™ ratings for all team members have been entered into ASSIST</li> <li>• Review and revise eleot™ overview narrative</li> <li>• Review and revise report conclusion</li> <li>• Complete Survey Plus/Delta</li> <li>• Complete Leadership Assessment Addendum</li> </ul>	Hotel Conference Room	Diagnostic Review Team Members
11:00 am	Kentucky Department of Education Leadership Meeting	Hotel Conference Room	Diagnostic Review Team Members and KDE Representative
TBD	Exit Report with the superintendent	District office conference room	Diagnostic Review Team Members



## 2015-16 LEADERSHIP ASSESSMENT/DIAGNOSTIC REVIEW ADDENDUM

The purpose of this addendum is to provide feedback on progress made in addressing identified Improvement Priorities from the 2013-2014 Diagnostic Review or Progress Monitoring Visit for Knox County Schools.

### Improvement Priority 1

Indicator 2.1	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	1	2	1.2

2.1 Improvement Priority (2013-14)	School Self- Rating	Team Rating
Develop policies and monitor implementation of practices aligned with district purpose and direction that communicate expectations for the effective operation of the district and its schools. Specify expectations for an equitable and challenging learning environment for all students, the implementation of a high quality professional development program for district staff, and the efficient management of district fiscal resources.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	
There is little or no evidence that this Improvement Priority has been addressed.		X

School Evidence:
School Supporting Rationale:

Team Evidence:

- Self Assessment
- Executive Summary
- 2014 Leadership Assessment
- Interviews with district level administrators
- Interviews with board members
- Interviews with other stakeholders
- Review of evidence and artifacts provided by district
- Stakeholder survey data
- Student performance data

Team Supporting Rationale:

The Team interviewed all board members and all district level central office directors and asked specifically about progress on this Improvement Priority. The Team reviewed all documents provided by the district. The evidence was compelling that no real or substantial progress had been made.

Improvement Priority 2

Indicator 2.2/2.3	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
The governing body operates responsibly and functions effectively.	1	2	1
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.	1	2	1

2.2/2.3 Improvement Priority (2013-14)	School Self-Rating	Team Rating
Ensure all school board members function within their prescribed roles and responsibilities and refrain from engaging in the day-to-day operations of the district and its individual schools. Respect, support and protect the district and school leadership’s actions and decisions to make effective decisions that improve teaching, learning, and organizational effectiveness.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		

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

School Evidence:

- Board member trainings
- Purchasing (e.g.: Reading Wonders for district, individual school math programs, Leader in Me, etc.)

School Supporting Rationale:

The Governing Body continues to participate in professional growth/learning opportunities to better effectively manage district resources.

Leadership staff have completed the process of revised job descriptions/titles/roles.

In leadership meetings with principals and district staff, the Superintendent encourages school leaders to share ideas and initiatives that they feel will best benefit their school based on individual needs. In 2015-2016, this led to the district-wide adoption of Reading Wonders, for example, that school leaders communicated they wanted in all schools. Likewise, each school has the option of choosing their own math curriculum and interventions, because each school had specific needs.

Team Evidence:

- Self Assessment
- Executive Summary
- 2014 Leadership Assessment
- Interviews with district level administrators
- Interviews with board members
- Interviews with other stakeholders
- Review of evidence and artifacts provided by district
- Stakeholder survey data
- Student performance data

Team Supporting Rationale: The Team interviewed all board members and all district level central office directors and asked specifically about progress on this Improvement Priority. The Team reviewed all documents provided by the district. The evidence was compelling that no progress had been made by the board to address the Improvement Priority statements.

Improvement Priority 3

Indicator 2.5	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
Leadership engages stakeholders effectively in support of the system’s purpose and direction.	1	2	1.8

2.5 Improvement Priority (2013-14)	School Self- Rating	Team Rating
Research, identify, and implement ways to more effectively include and engage stakeholders, especially parents, by providing opportunities to shape decisions, provide feedback, work collaboratively on improvement efforts, etc. Monitor and evaluate the effectiveness of these efforts to measurably improve stakeholder engagement.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

<p>School Evidence:</p> <ul style="list-style-type: none"> <li>• Agendas from community meetings</li> <li>• Superintendent Student Advisory</li> <li>• Web / Promotional items</li> </ul>
<p>School Supporting Rationale:</p> <p>The District actively reminds and incorporates the mission and vision into internal and public meetings. At Board meetings, the Public Relations Director frequently relates student recognitions back to the mission/vision. CDIP work in the fall 2015 included a review of the mission and vision as it related to the upcoming year’s plan for the school district. County-wide input for the strategic plan showed that stakeholders felt “leadership” and “changing futures” were key to the growth of our entire community.</p>

Team Evidence:
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- Self Assessment
- Executive Summary
- 2014 Leadership Assessment
- Interviews with district level administrators
- Interviews with board members
- Interviews with other stakeholders
- Review of evidence and artifacts provided by district
- Stakeholder survey data
- Classroom observation data
- Student performance data

Team Supporting Rationale: Evidence was offered through interviews and document reviews that progress had occurred as the result of deliberate actions by central office staff.

### Improvement Priority 4

Indicator 2.6	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	1	2	1.8

2.6 Improvement Priority (2013-14)	School Self- Rating	Team Rating
Refine and implement staff supervision and evaluation processes to ensure consistent implementation with timely and meaningful feedback that focuses on improvement of rigorous instructional strategies as evidenced by increased student achievement.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

#### School Evidence:

- Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation

•Governing body policy on supervision and evaluation

School Supporting Rationale:

The school district is actively implementing the professional growth and evaluation system for all staff members. Using the framework for PGES from the Department of Education, staff members are active participants in the evaluation and self-reflection process. During the summer of 2015, the district leadership attended a three day PGES training as district support with a team from Knox Central High School, which included administrators and teachers. Topics during the training included TPGES overview, building teacher capacity and breakout sessions for teachers on Domains 1 & 4, self-reflections, professional growth goals, peer observation and student voice.

Team Evidence:

- Self Assessment
- Executive Summary
- 2014 Leadership Assessment
- Interviews with district level administrators
- Interviews with BOE members
- Review of evidence and artifacts provided by district
- Classroom observation data
- Student performance data

Team Supporting Rationale: The evidence supported that the district staff had begun a classroom walkthrough process as partial fulfillment of this Improvement Priority. There was no evidence, however, that any useful feedback was actually being provided to classroom teachers.

Improvement Priority 5

Indicator 3.2/3.4	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
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	2	1

System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2	3	1.6
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3.2/3.4 Improvement Priority (2013-14)	School Self-Rating	Team Rating
Develop and implement systematic processes that require collaboration with school leaders and the interpretation of a variety of assessment data to support, monitor, and evaluate district-wide curriculum implementation, delivery of instruction, and application of professional learning.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		
There is little or no evidence that this Improvement Priority has been addressed.		X

<p>School Evidence:</p> <ul style="list-style-type: none"> <li>• Units of study entered into CIITS</li> <li>• Grading including standards based grading at Knox Central High</li> <li>• Peer or mentoring opportunities and interactions</li> </ul>
<p>School Supporting Rationale:</p> <p>In the area of student engagement the district has increased instructional strategies to improve learning, all schools have a curriculum coach to support instruction, monitor gap groups, and collaborate and coach teachers. They also support learning through data analysis, support for response to intervention, and monitor gap.</p> <p>Districtwide teacher equivalent work days are being used for curriculum work within CIITS which included unit development in fall 2015. In the fall 2016, the district will utilize teacher work days to begin development of assessments in CIITS. GradeCam and other technology tools will improve the effectiveness of the assessment component by providing real time data linked to standards.</p> <p>MAP is being utilized grades K-10 throughout the district as a universal screener to identify interventions needed for each student. District MAP coach works closely with building assessment coordinators and teachers throughout the year to interpret data.</p>

Team Evidence:
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- Self Assessment
- Executive Summary
- 2014 Leadership Assessment
- Interviews with district level administrators
- Interviews with board members
- Interviews with other stakeholders
- Review of evidence and artifacts provided by district
- Stakeholder survey data
- Classroom observation data
- Student performance data

Team Supporting Rationale: There was no substantial evidence that this Improvement Priority had been addressed. The district offered some rudimentary steps related to placing curriculum materials in CIITS, however, district staff also indicated that this effort would not start in earnest until fall, 2016.

### Improvement Priority 6

Indicator 3.6	2013-14 Team Rating	2015-16 School/District Self- Rating	2015-16 Team Rating
Teachers implement the system’s instructional process in support of student learning.	1	2	1

3.6 Improvement Priority (2013-14)	School Self-Rating	Team Rating
Develop, implement, and monitor effective instructional processes in all schools that clearly inform students of learning expectations and standards of performance. Ensure that the process also 1) provides exemplars of high quality students work to facilitate students’ understanding of learning expectations, 2) uses a variety of formative assessments to inform possible modification to instruction or use of different strategies to meet all students’ needs, 3) provides timely and specific feedback on student progress.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	
There is little or no evidence that this Improvement Priority has been		X

addressed.		
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School Evidence:

- Examples of assessments that prompted modification in instruction
- Samples of exemplars used to guide and inform student learning

School Supporting Rationale:

Work is continuing on building assessments using CIITS. GradeCam and other technology tools will improve the effectiveness of the assessment component by providing real time data linked to standards.

MAP is being utilized grades K-10 throughout the district as a universal screener to identify interventions needed for each student. All Knox County teachers were invited to become members of Destination PD which provides role specific professional development on the use of MAP reports/data to teachers and school leadership. New district contract began for Skills Navigator which is a progress monitoring/assessment tool linked to the MAP assessment. Training was provided to one person in each building, as assigned by principal, and that person will then be responsible to communicate Skills Navigator information to their school leadership.

Team Evidence:

- Self Assessment
- Executive Summary
- 2014 Leadership Assessment
- Interviews with district level administrators
- Interviews with board members
- Interviews with other stakeholders
- Review of evidence and artifacts provided by district
- Stakeholder survey data
- Classroom observation data
- Student performance data

Team Supporting Rationale: There was no substantial evidence that this Improvement Priority had been addressed. The district offered some rudimentary steps related to placing curriculum materials in CIITS, however, district staff also indicated that this effort would not start in earnest until fall, 2016. District staff did highlight some initiatives in using MAP assessments; however, there was no compelling evidence of a districtwide instructional process.

## District Diagnostic Review Summary Report

### Knox County

#### School District

4/3/2016 – 4/6/2016

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

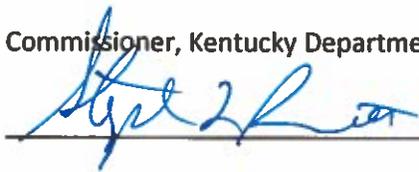
Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

District Authority:

District leadership does not have the capacity to implement the identified improvement priorities. Very little to no action was taken by the district to address the improvement priorities in the previous diagnostic review. The Review Team's findings indicate a vast disconnect between district office and schools in terms of the level of support required to ensure that all students' needs are being met. There are significant concerns regarding the district's ability to support all schools in the district.

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

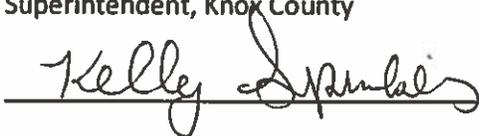


Date:

5/11/16

I have received the diagnostic review report for Knox County School District.

Superintendent, Knox County



Date:

5-16-16