

Report of the Diagnostic Review Team for Martin County

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Introduction

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

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

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

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

Use of Diagnostic Tools

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

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

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

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

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

Powerful Practices

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

Improvement Priorities

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

The Review

The Diagnostic Review for the Martin County School System took place February 8-11, 2015. The four-day on-site review involved a nine member team who provided their knowledge, skill, and expertise to perform the Diagnostic Review and develop this written report of their findings.

Prior to the Diagnostic Review, the team engaged in conference calls and various communications through emails to complete the initial intensive study, review, and analysis of various documents provided by the district. The Lead Evaluator and the Associate Lead Evaluator conducted conference calls with the key leaders

of the institution. District leaders planned and conducted the Internal Review thoughtfully and with transparency. The comprehensive Internal Review engaged a range of stakeholder groups and was completed and submitted for review by the Diagnostic Review Team in a timely manner. Evidence and documentation to support the district Self Assessment and other diagnostics was well organized and easily accessed by the External Review Team members.

A total of 86 stakeholders were interviewed and 33 classrooms were observed during the Diagnostic Review. Throughout the Diagnostic Review district leaders, faculty, and staff were found to be transparent in their reflections and open in discussing continuous improvement efforts in the Martin County School System.

The Diagnostic Review Team expresses its appreciation to the staff and stakeholders of the Martin County School System for the warm welcome throughout the visit. The district is commended for its thorough preparations, prompt response to the team's varied requests, and commitment to the process.

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

Stakeholder Interviewed	Number
Superintendents	1
Board Members	5
Administrators	12
Instructional Staff	33
Support Staff	6
Students	8
Parents/Community/Business Leaders	22
Total	87

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.	1.89
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.	2.00
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.67
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2.00
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	2.11
3.6	Teachers implement the system's instructional process in support of student learning.	1.89
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	1.89
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	2.00
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	2.33

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.	2.11
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	2.00

Standard 5 - Using Results for Continuous Improvement

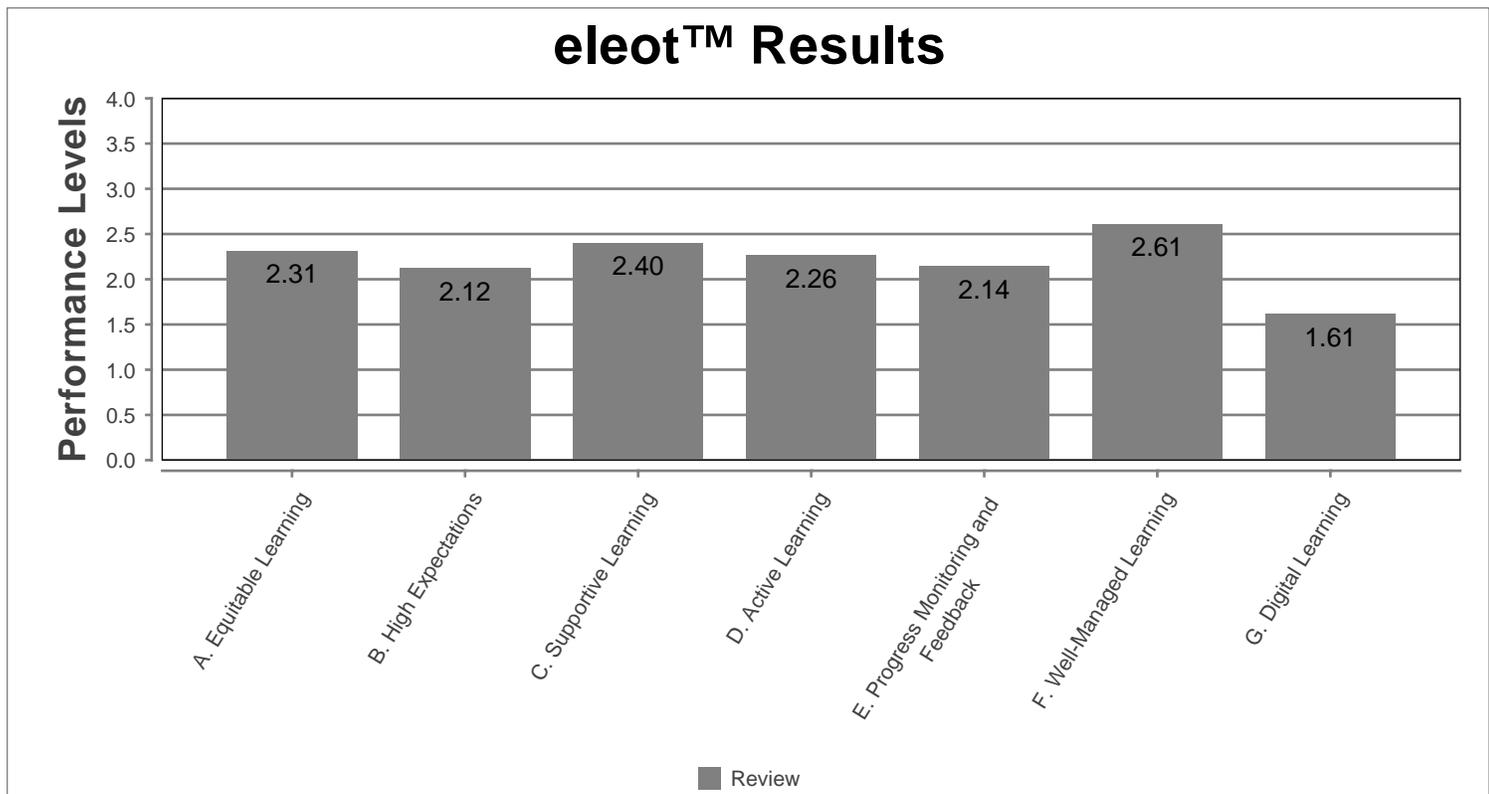
The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

Indicator	Description	Review Team Score
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	2.22
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.	2.22
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	1.89
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	2.33
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.	2.00

Effective Learning Environments Observation Tool (eleot™)

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (eleot™) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the Diagnostic Review Team is required to be trained and pass a certification exam that establishes inter-rater reliability. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale (4=very evident; 3=evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot™.



Classroom observation data revealed a heavy reliance on teacher-centered instruction. Students were primarily passive listeners or observers. However, students behaved well and were compliant even during passive learning activities (e.g., listening, taking notes). Observers seldom saw instances of teachers using differentiated learning activities, showing exemplars of high quality work, providing additional/alternative instruction and feedback at the appropriate level of challenge, having high expectations, or providing rigorous course work where higher order thinking skills were required. In addition, students were rarely observed using

digital learning tools.

Equitable Learning Environment

It was evident/very evident that students had equal access to classroom discussions, activities, resources, technology, and support in 72 percent of classrooms. This equal access was partially observed in 21 percent of classrooms. It was evident/very evident that students understood that rules and consequences were fair, clear, and consistently applied in 69 percent of classrooms. Students' understanding of these conditions was partially observed in 21 percent of classrooms.

It was evident/very evident that students experienced differentiated learning opportunities and activities that met their needs in 33 percent of classrooms. Differentiated learning opportunities and activities that met student needs were partially observed in 21 percent of classrooms. It was evident/very evident that students had ongoing opportunities to learn about their own and others' backgrounds/cultures/differences in 18 percent of classrooms. These opportunities were partially observed during 12 percent of observations.

High Expectations Learning Environment

It was evident/very evident that students were tasked with activities and learning that were challenging but attainable in 51 percent of classrooms. Challenging but attainable student tasks were partially observed in 33 percent of classrooms.

It was evident/very evident that students knew and were striving to meet high expectations established by the teacher in 45 percent of classrooms. Students understanding and striving to meet the teacher's high expectations were partially observed in 30 percent of classrooms. It was evident/very evident that students were engaged in rigorous coursework, discussions, and/or tasks in 27 percent of classrooms. Rigorous coursework, discussions, and/or tasks were partially observed in 52 percent of classrooms. It was evident/very evident that students asked and responded to questions that required higher order thinking (e.g., applying, evaluating, synthesizing) in 30 percent of classrooms. Questioning requiring higher order thinking was partially observed in 36 percent of classrooms. It was evident/very evident that students were provided with exemplars of high quality work in only 12 percent of classrooms. The provision of these exemplars to students was partially observed 24 percent of classrooms.

Supportive Learning Environment

It was evident/very evident that students demonstrated or expressed that learning experiences were positive in 54 percent of classrooms. Students demonstrating or expressing positive feelings about their learning were partially observed in 36 percent of classrooms. It was evident/very evident that students demonstrated a positive attitude about the classroom and learning in 54 percent of classrooms. Students demonstrating a positive attitude about learning or their classroom were partially observed in 36 percent of classrooms. It was

evident/very evident that students were provided support and assistance to understand content and accomplish tasks in 51 percent of classrooms. This type of support and assistance was partially observed in 30 percent of classrooms.

It was evident/very evident that students took risks in learning without fear of negative feedback in 45 percent of classrooms. Students' willingness to take risks was partially observed in 33 percent of classrooms. It was evident/very evident that students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs in 27 percent of classrooms. This type of instruction and feedback was not observed at all in 52% of classrooms.

Active Learning Environment

It was evident/very evident that students had several opportunities to engage in discussions with the teacher and other students in 39 percent of classrooms. These types of discussions were partially observed in 36 percent of classrooms.

It was evident/very evident that students were actively engaged in learning activities in 39 percent of classrooms. Active student engagement was partially observed in 39 percent of classrooms. It was evident/very evident that students made connections from content to real-life experiences in 30 percent of classrooms. Students connecting content to real life were partially observed in 39 percent of classrooms.

Progress Monitoring Learning Environment

It was evident/very evident that students were asked and/or quizzed about their individual progress/learning in 33 percent of classrooms. This type of questioning was partially observed in 36 percent of classrooms. It was evident/very evident that students responded to teacher feedback to improve understanding in 48 percent of classrooms. Students responding to teacher feedback were partially observed in 18 percent of classrooms. It was evident/very evident that students demonstrated or verbalized understanding of the lesson/content in 45 percent of classrooms. Students demonstrating or verbalizing understanding were partially observed in 27 percent of classrooms. It was evident/very evident that students understood how their work was assessed in 33 percent of classrooms. Student understanding of assessment was partially observed in 27 percent of classrooms. It was evident/very evident that students had opportunities to revise/improve their work based on feedback in 39 percent of classrooms. Opportunities for students to revise/improve work were partially observed in 18 percent of classrooms.

Well-Managed Learning Environment

It was evident/very evident that students spoke and interacted respectfully with teacher(s) and peers in 72 percent of observations. This type of respectful interaction was partially observed in 21 percent of classrooms.

It was evident/very evident that students followed classroom rules and worked well with others in 63 percent of classrooms. These positive behaviors were partially observed in 21 percent of classrooms. It was evident/very evident that students knew classroom routines, behavioral expectations, and consequences in 72 percent of classrooms. Students' understanding of routines, expectations, and consequences was partially observed in 15 percent of classrooms.

It was evident/very evident that students transitioned smoothly and efficiently to activities in 51 percent of classrooms. Smooth transitions were partially observed in 15 percent of classrooms. It was evident/very evident that students collaborated with other students during student-centered activities in 33 percent of classrooms. This type of collaboration was partially observed in 9 percent of classrooms.

Digital Learning Environment

It was evident/very evident that students used digital tools/technology to gather, evaluate, and/or use information for learning in 33 percent of classrooms. Student use of digital tools/technology for these purposes was partially observed in 6 percent of classrooms. It was evident/very evident that students used digital tools/technology to conduct research, solve problems, and/or create original works for learning in 24 percent of classrooms. Student use of digital tools/technology for these purposes was not observed at all in 76 percent of classrooms. It was evident/very evident that students used digital tools/technology to communicate and work collaboratively for learning in only 15 percent of classrooms. Student use of digital tools/technology for these purposes was partially observed in 3 percent of classrooms.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.03	Has differentiated learning opportunities and activities that meet her/his needs	15.15%	18.18%	21.21%	45.45%
2.	2.91	Has equal access to classroom discussions, activities, resources, technology, and support	24.24%	48.48%	21.21%	6.06%
3.	2.82	Knows that rules and consequences are fair, clear, and consistently applied	21.21%	48.48%	21.21%	9.09%
4.	1.48	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	0.00%	18.18%	12.12%	69.70%
Overall rating on a 4 point scale: 2.31						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.27	Knows and strives to meet the high expectations established by the teacher	6.06%	39.39%	30.30%	24.24%
2.	2.55	Is tasked with activities and learning that are challenging but attainable	18.18%	33.33%	33.33%	15.15%
3.	1.48	Is provided exemplars of high quality work	0.00%	12.12%	24.24%	63.64%
4.	2.21	Is engaged in rigorous coursework, discussions, and/or tasks	15.15%	12.12%	51.52%	21.21%
5.	2.06	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	9.09%	21.21%	36.36%	33.33%
Overall rating on a 4 point scale: 2.12						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.64	Demonstrates or expresses that learning experiences are positive	18.18%	36.36%	36.36%	9.09%
2.	2.64	Demonstrates positive attitude about the classroom and learning	18.18%	36.36%	36.36%	9.09%
3.	2.33	Takes risks in learning (without fear of negative feedback)	9.09%	36.36%	33.33%	21.21%
4.	2.55	Is provided support and assistance to understand content and accomplish tasks	21.21%	30.30%	30.30%	18.18%
5.	1.85	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	9.09%	18.18%	21.21%	51.52%
Overall rating on a 4 point scale: 2.40						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.33	Has several opportunities to engage in discussions with teacher and other students	21.21%	15.15%	39.39%	24.24%
2.	2.18	Makes connections from content to real-life experiences	15.15%	18.18%	36.36%	30.30%
3.	2.27	Is actively engaged in the learning activities	9.09%	30.30%	39.39%	21.21%
Overall rating on a 4 point scale: 2.26						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.06	Is asked and/or quizzed about individual progress/learning	3.03%	30.30%	36.36%	30.30%
2.	2.24	Responds to teacher feedback to improve understanding	9.09%	39.39%	18.18%	33.33%
3.	2.24	Demonstrates or verbalizes understanding of the lesson/content	6.06%	39.39%	27.27%	27.27%
4.	2.03	Understands how her/his work is assessed	9.09%	24.24%	27.27%	39.39%
5.	2.12	Has opportunities to revise/improve work based on feedback	15.15%	24.24%	18.18%	42.42%
Overall rating on a 4 point scale: 2.14						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.03	Speaks and interacts respectfully with teacher(s) and peers	36.36%	36.36%	21.21%	6.06%
2.	2.82	Follows classroom rules and works well with others	33.33%	30.30%	21.21%	15.15%
3.	2.39	Transitions smoothly and efficiently to activities	21.21%	30.30%	15.15%	33.33%
4.	1.88	Collaborates with other students during student-centered activities	12.12%	21.21%	9.09%	57.58%
5.	2.91	Knows classroom routines, behavioral expectations and consequences	30.30%	42.42%	15.15%	12.12%
Overall rating on a 4 point scale: 2.61						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.85	Uses digital tools/technology to gather, evaluate, and/or use information for learning	12.12%	21.21%	6.06%	60.61%
2.	1.58	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	9.09%	15.15%	0.00%	75.76%
3.	1.39	Uses digital tools/technology to communicate and work collaboratively for learning	6.06%	9.09%	3.03%	81.82%
Overall rating on a 4 point scale: 1.61						

Findings

Improvement Priority

Create, implement, and regularly monitor planning and implementation of instruction to ensure that teachers throughout the school system engage students in their learning through instructional strategies (e.g., critical thinking skills, formative assessment and feedback, application of knowledge) that result in the achievement of learning expectations. (This Improvement Priority is also connected to Indicator 3.6).

(Indicators 3.3)

Evidence and Rationale

Student Performance Data:

As detailed in the addendum of this report, student performance data indicates that some improvement in student achievement has occurred in the last two years. However, data does not suggest that the district has developed practices, policies, culture, or conditions that ensure high levels of student engagement resulting in achievement of learning expectations for all students. The school did not meet 2014 Proficiency Delivery Targets in any assessed content area. Gap Delivery Targets were not met in combined reading/math, math, science, social studies, or writing. In addition, scores on the Kentucky Performance Rating for Educational Progress (K-PREP) End-of-Course (EOC) Assessments in writing, English II, and language mechanics all decreased from the 2012-2013 school year to the 2013-2014 school year.

Classroom Observation Data:

As discussed previously in this report, classroom observation data shows that students are not actively engaged in their learning on a consistent basis. Students engaged in rigorous coursework, discussions, and/or tasks was rated 2.21 on a 4 point scale. In addition, students being asked and responding to questions that

require higher order thinking (e.g., applying, evaluating, synthesizing) was rated 2.06 on a 4 point scale. Observers noted that students were seldom provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs (1.85 on a 4 point scale). Instances in which students were actively engaged in learning activities were evident/very evident in 39 percent of classrooms. Observers did not detect that students were actively engaged at all in 21 percent of classrooms.

Stakeholder Survey Data:

Survey data suggests inconsistent use of varied instructional strategies and learning activities that engage students and meet individual learning needs. Fifty-two percent of students agree/strongly agree with the statement, "My school provides me with challenging curriculum and learning experiences." Forty-eight percent of students agree/strongly agree with the statement, "All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed." Only 48 percent of parents agree/strongly agree with the statement, "All of my child's teachers use a variety of teaching strategies and learning activities." Just 41 percent of parents agree/strongly agree with the statement, "All of my child's teachers meet his/her learning needs by individualizing instruction." Staff survey results provide additional support for this data. Sixty-seven percent of teachers agree/strongly agree with the statement, "All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills."

Stakeholder Interviews and Review of Documents and Artifacts:

- 1) Interviews revealed that external stakeholders generally believe that "teachers cater to the top of the class."
- 2) The belief that students are not being challenged and teachers are not meeting the needs of high-performing students emerged as a reoccurring theme during stakeholder interviews. For example, one parent stated, "My kids were at the top of the class, and I always felt they could be challenged more." Another parent said, "My child shared with me that there is not bell-to-bell instruction."
- 3) Several stakeholders communicated a need for additional dual credit courses to prepare students for the next stage of their learning.
- 4) Interviews indicated that staff members perceive that the lack of an administrative walkthrough schedule hinders leadership in ensuring that classroom instruction is monitored and having a positive impact on student achievement.
- 5) Interviews also revealed that staff members could not identify a systematic process used by all teachers to ensure the implementation and improvement of effective instructional practices.

Improvement Priority

Develop, systematically implement, and evaluate the effectiveness of system and school supervision, monitoring and evaluation procedures, including the full and effective implementation of Professional Growth

and Effectiveness System (PGES), and ensure that the ongoing implementation of these procedures are guided by improvement in instructional practices and student success.

(Indicators 3.4)

Evidence and Rationale

Student Performance Data:

As detailed in the addendum to this report, student performance data does not suggest that the school/system has developed highly effective processes for supervising, evaluating, monitoring, and supporting improvement in instructional practices leading to systematic implementation of highly effective learning environments that ensure next level preparedness for all students.

Classroom Observation Data:

During interviews, district and school leadership stated that monitoring practices (e.g., Data Teams, Instructional Rounds using the Effective Learning Environments Observation Tool, Program Reviews) are used across the school system. While the Diagnostic Review Team observed several classrooms with highly effective learning environments that was not the case in all classrooms. Observation data does not suggest that that the school/system has been highly effective in developing and implementing strategies, including supervision, evaluation, and monitoring procedures, that ensure consistency in instructional effectiveness across the district.

Stakeholder Survey Data:

Stakeholder survey results are not entirely congruent with interview and observation data. Eighty-nine percent of the teachers agree/strongly agree with the statement, "Our school's leaders hold all staff members accountable for student learning." In addition, 84 percent of the teachers agree/strongly agree with the statement, "Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning." However, 71 percent of staff indicated that they agree/strongly agree with the statement, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning." Staff survey results are not substantiated by student performance results or classroom observation data, suggesting a possible lack of common understanding regarding staff accountability.

Stakeholder Interviews and Review of Documents and Artifacts:

1) There is no regular classroom walkthrough schedule that ensures teaching and learning are consistently monitored and that resulting data is used to improve instruction. During interviews, staff frequently reported a lack of strategic monitoring, as exemplified by some staff members saying, "We have the monitoring pieces in place, but they are not yet embedded in our culture at the level we would like."

2) Teachers have been trained in the Plan/Do/Study/Act (PDSA) cycle in order to focus the work of the Professional Learning Communities (PLCs) on the continuous improvement of student learning. However,

teacher interviews and observations of PLC meetings indicate that this process has not been implemented with fidelity or consistently monitored by administrators for effectiveness. During the PLC meetings observed by Diagnostic Review team members, data analysis, sharing of effective instructional strategies, and discussion of next steps for ensuring student success did not occur.

3. When asked about Grade Cam, the online software that provides teachers with a fast, easy way to assess students, only one teacher could discuss her actual use of it to scan grades directly into the grade book. Other teachers interviewed knew very little about this available resource and were not using it.

Improvement Priority

Further develop curriculum content and devise processes for system and school leaders to consistently monitor the systematic implementation of the required curriculum. Further ensure that all classrooms are providing students appropriately challenging and equitable learning experiences that emphasize the development of higher level thinking skills and that like courses/classes have the same high learning expectations across the school.

(Indicators 3.1)

Evidence and Rationale

Student Performance Data:

As detailed in the addendum to this report, student performance data indicates some improvement in student achievement since the 2011-12 school year. However, this data does not suggest that the district has developed policies and practices that ensure instruction is sufficiently challenging and rigorous to consistently ensure next level preparedness. For example, PLAN and ACT scores are below state averages in all subtests, and Sheldon Clark High School did not meet its Graduation Rate Goal for the 2013-14 school year.

Classroom Observation Data:

As previously detailed in this report, classroom observation data does not suggest that the district has developed practices, policies, or procedures to ensure highly effective instruction across all classrooms and grade levels. Observation data indicated that some instances of differentiated learning opportunities and activities that met student needs occurred (2.03 on a 4 point scale). Additionally, observers noted a lack of consistency related to students being tasked with activities and learning that were challenging but attainable (2.55 on a 4 point scale). Observations also revealed that students engaged in rigorous coursework, discussions, and/or tasks occurred in some classrooms (2.21 on a 4 point scale). Instances in which students were asked or responded to questions that required higher order thinking were evident/very evident in only 30 percent of classrooms.

Stakeholder Survey Data:

Survey data indicates a lack of agreement among students, parents, and staff regarding the existence of challenging curriculum and learning experiences at the school. Although 86 percent of the staff agree/strongly

agree with the statement, "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking and life skills," parent and student survey results do not support this assertion. For example, only 52 percent of students agree/strongly agree with the statement, "My school provides me with challenging curriculum and learning experiences." Similarly, 49 percent of parents indicated in surveys that they agree/strongly agree with the statement, "All of my child's teachers provide an equitable curriculum that meets his/her learning needs." Forty-four percent of students indicated that they agree/strongly agree with the statement, "My school prepares me to deal with issues I may face in the future," and only 45 percent indicated that they agree/strongly agree with the statement, "My school prepares me for success in the next school year."

Stakeholder Interviews and Review of Documents and Artifacts:

- 1) Interviews with parents indicated a need for additional dual credit courses to prepare students for the next stage of learning.
- 2) Parent and community members voiced concerns that all students are not challenged at appropriate levels.
- 3) A review of curriculum documents indicates that the curriculum needs further development and refinement to ensure that learning expectations and learning activities are congruent with state standards and prepare students for success at the next level.
- 4) Although Professional Learning Communities (PLCs) are established and some training related to PLC expectations has occurred, observations of PLC meetings indicate the absence of a clearly defined protocol to guide these meetings, including discussion and analysis of issues relating to curriculum, instruction, and assessment practices. During interviews, stakeholders indicated a lack of established protocols that would ensure that PLCs function effectively.

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.	2.33
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	2.44
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	2.00
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	2.00

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.	1.78
2.2	The governing body operates responsibly and functions effectively.	1.44
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.	1.56
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	2.11
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	2.22
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	2.00

Findings

Improvement Priority

Develop and implement policies to ensure members of the governing body participate in annual formal professional development regarding their roles and responsibilities beyond the minimum state requirements and ensure the training emphasizes the need for the Board of Education to function as a cohesive unit for the benefit of student learning and effective system operations including the following: a) the roles and responsibilities of the governing body and its individual members, b) orderly resolution of conflicts, c) systematic decision-making processes, d) board's responsibility in providing appropriate oversight of fiscal resources.

(Indicators 2.2)

Evidence and Rationale

Stakeholder Survey Data:

Staff and parent survey data indicate broad agreement among stakeholders regarding the lack of effectiveness of the Board of Education in carrying out their roles and responsibilities. Forty-five percent of parents agree/strongly agree with the statement, "Our school's governing body operates responsibly and functions effectively." Forty-nine percent of the staff agree/strongly agree with the statement, "The governing body or school board complies with all policies, procedures, laws and regulations."

Stakeholder Interviews:

Interviews with school and district staff, parents, community members, and some board members consistently revealed numerous examples of situations in which members of the governing body acted in a manner that was not congruent with their authority or their roles and responsibilities as board members. Examples of interference by board members with the daily operations of the school and district were substantiated through numerous stakeholder interviews as well as recordings of the Martin County Board of Education meetings posted on the internet. In interviews, some Board members were not able to accurately describe their roles and responsibilities in the school system or provide a clear understanding of the Board's responsibility in establishing policy, setting goals, approving a budget, etc. Board member interviews consistently revealed that the Board often does not function as a cohesive unit, thus inhibiting its ability to focus on increasing student achievement and improving learning conditions. A culture of conflict that inhibits the progress of the district toward increasing student achievement was detailed by stakeholders during interviews and was also documented in the videos of the Board meetings. Parents and community members who were interviewed consistently communicated that the Board does not represent the concerns and needs of students, families, or the community as a whole. These external stakeholders expressed concern that Board members were not appropriately focused on improvement in student performance as the chief priority of the school system.

Documents and Artifacts:

A review of school Board policies and meeting minutes did not reveal that the Board has adopted a formal policy to define their roles and responsibilities or identify conflict of interest. Board policies have primarily been

adopted directly from the Kentucky School Board Association (KSBA) policy service using suggested templates and are rarely created or amended to serve the specific needs of the Martin County School System. A review of Board meeting minutes and recordings show a lack of processes and procedures to ensure an orderly and systematic decision-making process. As evidenced by meeting recordings, decision-making processes in school Board meetings highlight a culture of conflict not only among Board members but also between Board members and the community, as demonstrated during the public participation segment of the Board meeting. The result is an atmosphere of confusion and frustration. Though Robert's Rules of Order were referenced as the process used to structure Board meetings, recordings show limited evidence that this process is used. Board meeting minutes, recordings, and interviews suggest a lack of understanding of basic financial operating procedures and financial management processes.

Improvement Priority

Improve, implement, and communicate policies and practices that ensure the governing body consistently protects, supports and respects the autonomy of system and school leadership. Through transparent and open review, confirm and continuously evaluate the effectiveness of these policies and practices to make certain they allow district and school leadership to accomplish goals to increase student achievement, improve instructional practices and manage the day-to-day operations of the system and its schools effectively. (Indicators 2.3)

Evidence and Rationale

Stakeholder Survey Data:

Staff and parent survey data indicates broad agreement among stakeholders that the Board interferes in the management of day-to-day operations of the school system. A minority of parents (roughly 43 percent) indicated that they agree/strongly agree with the statement, "Our school's governing body does not interfere with the operation or leadership of our school." This assertion is supported by staff survey data, which revealed that only 44 percent of staff agree with the statement, "Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership." The majority of staff cannot confirm that the governing body operates in a manner which respects and is protective of the superintendent and other administrators in carrying out their managerial roles.

Stakeholder Interviews:

Parent and community member interviews consistently revealed that the Board conducts business in a manner that frequently impedes district and school leadership from completing assigned duties. Interviewees provided numerous examples of the Board of Education appearing to intentionally undermine the authority of the superintendent and school leaders, and cited specific incidents of individual board members using their positions to influence administrative decision-making. One comment that captured a concern voiced by many interviewees was, "The Board of Education's actions distract from the need of Martin County Schools to focus on student achievement. The Board of Education does not conduct business in a way that represents the needs and voices of the constituents they represent." District and school staff also communicated that the School Board directly and indirectly encourages employees to present grievances directly to Board of

Education members rather than through the appropriate chain of command.

Review of Documents and Artifacts:

There is limited evidence that the Board has policies that clearly define the roles of the school Board and its members and those of school and district leadership. Documentation of training for Board members regarding the separation of the Board's policy making authority and that of district and school administration to manage day-to-day operations was not provided to the Team for review. In addition, during interviews, some Board members were not able to accurately articulate an understanding of the distinction between the roles of Board members and roles of district or school leaders.

Interviews as well as the recordings of the Martin County Board of Education meetings revealed examples of Board interference, including involvement in individual personnel matters and use of public Board meetings to issue personal attacks against school and district personnel. One stakeholder stated, "The Board's focus is on adult issues and conflicts, not on improvement in student learning and instruction." This opinion was reiterated by several stakeholders.

Resource Utilization

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

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

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

Standard 4 - Resources and Support Systems

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

Indicator	Description	Review Team Score
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	2.00
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	2.11
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	2.33
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	2.00
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	2.00

Indicator	Description	Review Team Score
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	1.33
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.	2.00
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.	2.22

Findings

Improvement Priority

Update and implement the components of the District Technology Plan to address the need for significant improvement to technology infrastructure including wireless connectivity to support the teaching, learning, and operational needs of the school system.

(Indicators 4.6)

Evidence and Rationale

Classroom Observation Data:

The Diagnostic Review Team observed limited use of technology by students overall. However, in classrooms where students were using technology, connectivity was occasionally lost because of an insufficient infrastructure. It was evident/very evident that students used digital tools/technology to gather, evaluate, and/or use information for learning in just 33 percent of classrooms. In addition, in 76 percent of classrooms, observations revealed no student usage of digital tools/technology to conduct research, solve problems, and/or create original works for learning. In 82 percent of classrooms, no student use of digital tools/technology to communicate and work collaboratively for learning was observed. Although there have been 1,200 computers purchased for student use, the extent to which students can access computers and tablets is limited due to an infrastructure that does not support the volume of internet traffic generated by students and teachers. Classroom observations revealed a superficial use of technology by students and teachers that indicates a lack of understanding of appropriate curricular technology utilization. Students used technology to complete simple, prescribed tasks rather than to engage in project-based learning or tasks that required higher order thinking skills.

Stakeholder Survey Data:

Survey data suggests agreement among all stakeholder groups that technology resources and infrastructure are insufficient to support the school system's teaching, learning, and operational needs.

1) Approximately 53 percent of parents agree/strongly agree with the statement, "Our school provides students with access to a variety of information resources to support their learning."

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2. Fifty-two percent of students agree/strongly agree with the statement, “In my school, computers are up-to-date and used by teachers to help me learn.”
 - 3) Forty-six percent of students agree/strongly agree with the statement, “In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center).”
 - 4) Seventy-two percent of staff agree/strongly agree with the statement, “Our school provides a variety of information resources to support student learning.”
 - 5) Roughly 81 percent of staff agree/strongly agree with the statement, “The school provides a plan for the acquisition and support of technology to support the school’s operational needs.”

Stakeholder Interviews and Review of Documents and Artifacts:

Interviewees were consistent in describing inadequacies in technological resources and the infrastructure necessary for instruction and learning. Stakeholder interviews revealed that the wireless internet at Sheldon Clark High School is unable to handle the volume of traffic needed to support an effective digital learning environment that has the potential to increase student engagement, provide teachers opportunities to differentiate instruction and vary instructional approach, and offers opportunities for students to engage in higher order thinking activities such as problem-solving, research, etc.

Conclusion

The leadership and staff of the Martin County School District are united in their commitment to "Bringing Value to a Martin County Education." Staff, parents, and community members generally perceive this motto as a unifying factor. The superintendent is credited with coining this phrase and keeping it at the forefront of everyone's mind. A cross-sectional group of staff, parents, and community members was organized to form the Guided Coalition. This group collaboratively identified the vision and mission of the school system and began work on the District Strategic Plan. Martin County's vision is, "Through the efforts of ALL, every student will be college and career ready, inspired to achieve their lifelong dreams." This vision is shared by stakeholders as they voice their desires for all children to be college and/or career ready. Martin County's mission is, "We lead with passion, empower with promise, and equip for excellence." The mission is displayed prominently throughout the district and has been converted to a formula that is printed on many communications: P2E= C2R (Passion, Promise, & Excellence = College & Career Ready). The district culture is changing, and staff is beginning to unify around this vision and mission.

Although the school district has initiated many instructional initiatives (e.g., emphasis on being data-driven and district office support assignments for each school) and structures (e.g., common planning times, Professional Learning Communities, the District Data Team), most are not seamlessly embedded into professional practices. In addition, monitoring of these structures and practices is not consistently and systematically occurring.

The superintendent is a committed leader whose capacity to lead has brought a renewed energy to the school system. His belief in systems thinking and his unwavering focus on student achievement has increased staff accountability, clarified staff roles and responsibilities, and promoted a sense of empowerment for district staff. School system personnel are gaining confidence and trust in the superintendent. The budget has improved from being in the red to one that is balanced and in the black. Grants have been aggressively sought and secured for numerous instructional initiatives, and funding is in place to begin construction of a new high school within two years. Transparency is not just a buzzword, but the way of doing business in the school district. As many interviewees continually stated, "Martin County School System is moving from a state of complacency to a sense of urgency, regarding a focus on student achievement."

The changing culture of the school system provides the supportive environment necessary to move forward in building a climate that supports improved student achievement. However, at this juncture, the district is in the beginning stages of implementation of its numerous instructional initiatives. There is a need for more systemic and systematic monitoring and evaluation processes related to instructional strategies and programs to ensure that these practices produce the desired results. For example, although the school uses multiple assessments to analyze student achievement, there is limited evidence of the systematic use of results to inform classroom and continuous improvement decision-making. In addition, a more systematic and consistent implementation of staff supervision and evaluation will provide the feedback and support necessary to ensure effective implementation of instructional strategies to meet the learning needs of each student.

Stakeholder interviews and a review of documentation suggest that the school system is beginning to implement a viable improvement plan with academic goals that are focused on improving student achievement in the core areas. The objectives are written in measurable terms and the corresponding strategies and activities support the achievement of the objectives.

Staff interviews and a review of documents indicate that the staff is beginning to use multiple assessments to measure student readiness for the next level. Professional Learning Communities have been established to monitor student performance, but there is limited evidence that data is used to systematically inform decisions related to instructional practices or to adjust conditions for learning.

The school system expressed confidence that current training and initiatives will increase student achievement. A review of the school system's assessment data reveals that although students are making gains, they are not meeting state and national goals. In 2014:

- 1) The graduation rate goal for Sheldon Clark High School was not met.
- 2) Sheldon Clark High School and the Martin County School System were designated as Needs Improvement.
- 3) Gap Delivery Targets were not met in reading/math, math, science, social studies, or writing.

These results do not indicate decreasing achievement gaps. The school system recognizes the need to improve student achievement in all content areas.

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

Improvement Priorities

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

- Create, implement, and regularly monitor planning and implementation of instruction to ensure that teachers throughout the school system engage students in their learning through instructional strategies (e.g., critical thinking skills, formative assessment and feedback, application of knowledge) that result in the achievement of learning expectations. (This Improvement Priority is also connected to Indicator 3.6).
- Develop and implement policies to ensure members of the governing body participate in annual formal professional development regarding their roles and responsibilities beyond the minimum state requirements and ensure the training emphasizes the need for the Board of Education to function as a cohesive unit for the benefit of student learning and effective system operations including the following:
 - a) the roles and responsibilities of the governing body and its individual members, b) orderly resolution of conflicts, c) systematic decision-making processes, d) board's responsibility in providing appropriate oversight of fiscal resources.
- Develop, systematically implement, and evaluate the effectiveness of system and school supervision, monitoring and evaluation procedures, including the full and effective implementation of Professional

Growth and Effectiveness System (PGES), and ensure that the ongoing implementation of these procedures are guided by improvement in instructional practices and student success.

- Further develop curriculum content and devise processes for system and school leaders to consistently monitor the systematic implementation of the required curriculum. Further ensure that all classrooms are providing students appropriately challenging and equitable learning experiences that emphasize the development of higher level thinking skills and that like courses/classes have the same high learning expectations across the school.
- Improve, implement, and communicate policies and practices that ensure the governing body consistently protects, supports and respects the autonomy of system and school leadership. Through transparent and open review, confirm and continuously evaluate the effectiveness of these policies and practices to make certain they allow district and school leadership to accomplish goals to increase student achievement, improve instructional practices and manage the day-to-day operations of the system and its schools effectively.
- Update and implement the components of the District Technology Plan to address the need for significant improvement to technology infrastructure including wireless connectivity to support the teaching, learning, and operational needs of the school system.

Addenda

Team Roster

Member	Brief Biography
Dr. Cheryl C Allread	Dr. Allread's career spans over 40 years. She retired from Marion County Schools in South Carolina after having taught math and science for 7 years, serving as principal for 11 years, as assistant superintendent for instruction for 11 years, and as district superintendent for 7 years. After retirement from 36 years working in Marion County, she began working as a consultant with the S.C. State Department of Education, serving as Liaison for low-performing schools/Palmetto Priority Schools. She also conducted academic audits, served as principal mentor and served as a leadership coach in instructional supervision. Dr. Allread serves as Field Consultant for AdvancED in S.C. and works as Lead Evaluator for AdvancED in schools and districts across the country, as well as continuing to work as a private consultant with schools in instructional supervision.
Mr. Sam Watkins	Sam graduated from Eastern Kentucky University with a BBA in Business Management and Business Education. In addition to earning a MBA from Eastern Kentucky University, he has a certification to teach mathematics at the secondary level and received his Superintendency Certification from the University of Kentucky. Sam taught math for seven years, led two high schools as principal over a period of thirteen years, and was Director of Districtwide Programs for Woodford County Schools for seven years. For the past two and a half years, he has been an Educational Recovery Leader for the state of KY.
Amy Duncan Baker	Amy Baker has 24 years teaching experience. She started her career in education with teaching a variety of elementary grades. Mrs. Baker left the classroom several years ago and was chosen to work as a Highly Skilled Educator for the Kentucky Department of Education. Following this work, Mrs. Baker worked as an Education Recovery Specialist and was part of a team assigned to a persistently low achieving high school. This high school improved from one of the lowest ranked schools in the state to a proficient high school in three years. Mrs. Baker's current position is Instructional Supervisor and Community Education Director for Bourbon County Schools in Paris, Kentucky.
Mr. Jimmy Brehm	Currently serving as Director of Curriculum and Assessment for Fayette County Public Schools as of September 2015. Prior to service at the district was principal at Garden Springs Elementary from July 2012 to September 2014. Assistant Principal at West Jessamine High School from 2010-2012. 7th grade teacher and Dean of Students at West Jessamine Middle School from 2008-2010 and 5th grade teacher at Nicholasville Elementary form 2006-2008.
Mrs. Dee Jones	For the past five years, Ms. Jones has served as the Director of District Support Services for the Central Kentucky Educational Cooperative. Prior to that, she worked for the Education Professional Standards Board for five years, coordinating the redesign of the Kentucky Teacher Internship Program (KTIP). She has worked on program development and has served as the lead trainer for KTIP in Central Kentucky since 1998, while employed by the University of Kentucky in the Office of Field Experiences. During that time, her main responsibilities included coordinating overseas student teaching placements and assisting in pre-service field placement. Ms. Jones' teaching background is High School English, and she continues to serve as the Teacher Educator on KTIP committees in Fayette County. She has completed doctoral coursework in Educational Policy.

Member	Brief Biography
Mr. Joshua Mabry	Joshua Mabry is currently the Assistant Principal at Olive Hill Elementary School. He has worked in education for six years, teaching at Knott County Central and East Carter High School and serving as an Administrator at his current school. He holds degrees in Secondary English Education and Administrative Leadership and is currently working on an Ed.S. degree in Instructional Supervision and Superintendency.
Ryan Montgomery	Ryan is currently a Curriculum Specialist at Pulaski County High School in Somerset, Kentucky, and formerly has served as a high school Social Studies teacher and various central administrative positions related to curriculum and college/career readiness.
Coletta Parsley	Coletta Parsley is an Educational Recovery Leader at East Carter High School in Grayson, Kentucky, and Greenup County High School in Greenup, Kentucky. This is her twenty-seventh year as an educator. Previous experiences include serving as a classroom teacher for fifteen years, an assistant principal for four years, and a school principal for five years in Pike County, Kentucky.
Mr. David Raleigh	Mr. David Raleigh currently works as an Education Recovery Leader for the Kentucky Department of Education, serving Jefferson County Public Schools . 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.

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. Stakeholder Survey Plus/Delta
2. Leadership Assessment Addendum
3. Student Performance Data Analysis

Stakeholder Survey Plus/Delta

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

Teaching and Learning Impact

(Standards 3 and 5)

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

1. Ninety-three percent of staff agree/strongly agree with the statement, "All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas."
2. Eighty-one percent of staff agree/strongly agree with the statement, "All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from students assessments and examination of professional practice."
3. Eighty-four percent of staff agree/strongly agree with the statement, "All teachers in our school use a variety of technologies as instructional resources."
4. Eighty-four percent of staff agree/strongly agree with the statement, "All teachers in our school use a process to inform students of their learning expectations and standards of performance."
5. Eighty-six percent of staff agree/strongly agree with the statement, "In our school challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills."
6. Eighty-four percent of staff agree/strongly agree with the statement, "In our school a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational interest."
7. Seventy-nine percent of staff agree/strongly agree with the statement, "In our school all staff members use student data to address the unique learning needs of all students."
8. Eighty-eight percent of staff agree/strongly agree with the statement, "In our school, all staff members participate in continuous professional learning based on identified needs of the school."

Δ Delta:

1. Twenty-three percent of all students agree/strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs."
2. Forty percent of all students agree/strongly agree with the statement, "My school motivates me to learn new things."
3. Fifty-two percent of all students agree/strongly agree with the statement, "My school provides me with challenging curriculum and learning experiences."
4. Forty-one percent of parents agree/strongly agree with the statement, "All of my child's teachers meet his/her learning needs by individualizing instruction."
5. Forty-one percent of parents agree/strongly agree with the statement, "All of my child's teachers keep me informed regularly of how my child is being graded."

Leadership Capacity

(Standards 1 and 2)

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

1. Eighty-nine percent of staff agree/strongly agree with the statement, "Our school's leaders expect staff members to hold all students to high academic standards."
2. Eighty-four percent of staff agree/strongly agree with the statement, "Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning."
3. Seventy-six percent of staff agree/strongly agree with the statement, "Our school's leaders provide opportunities for stakeholders to be involved in the school."

Δ Delta:

1. Fifty-six percent of staff agree/strongly agree with the statement, "In our school, a formal process is in place to support new staff members in their professional practice."
2. Fifty-six percent of staff agree/strongly agree with the statement, "In our school, all school personnel regularly engage families in their children's learning."
3. Twenty-eight percent of all students agree/strongly agree with the statement, "In my school, rules are applied equally to all students."
4. Sixteen percent of all students agree/strongly agree with the statement, "In my school, students treat adults with respect."
5. Forty-five percent of parents agree/strongly agree with the statement, "Our school's governing body operates responsibly and functions effectively."
6. Forty-five percent of parents agree/strongly agree with the statement, "Our school provides opportunities for stakeholders to be involved in the school."

Resource Utilization

(Standard 4)

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

1. Eighty-six percent of staff agree/strongly agree with the statement, "Our school provides qualified staff members to support student learning."
2. Seventy-nine percent of staff agree/strongly agree with the statement, "Our school provides instructional time and resources to support our school's goals and priorities."
3. Seventy-nine percent of staff agree/strongly agree with the statement, "Our school provides protected instructional time."
4. Eighty-one percent of staff agree/strongly agree with the statement, "Our school provides a plan for the acquisition and support of technology to support student learning."

Δ Delta:

1. Fifty-eight percent of staff agree/strongly agree with the statement, "Our school provides sufficient material resources to meet student needs."
2. Forty-four percent of staff agree/strongly agree with the statement, "Our school maintains facilities that contribute to a safe environment."
3. Thirty-one percent of all students agree/strongly agree with the statement, "My school offers opportunities for my family to become involved in school activities and my learning."
4. Thirty-nine percent of all students agree/strongly agree with the statement, "My school makes sure there is at least one adult who knows me well and shows interest in my education and future."
5. Twenty-four percent of all students agree/strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs."
6. Fifteen percent of all students agree/strongly agree with the statement, "In my school, the building and grounds are safe, clean, and provide a healthy place for learning."
7. Sixteen percent of all students agree/strongly agree with the statement, "In my school, students help each other even if they are not friends."
8. Forty-two percent of parents agree/strongly agree with the statement, "Our school provides an adequate supply of learning resources that are current and in good condition."
9. Fifty-seven percent of parents agree/strongly agree with the statement, "Our school provides a safe learning environment."

Purpose and Direction

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

1. Eighty-nine percent of staff agree/strongly agree with the statement, "Our school's purpose statement is clearly focused on student success."
2. Eighty-seven percent of staff agree/strongly agree with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from stakeholders."
3. Eighty-nine percent of staff agree/strongly agree with the statement, "Our school's purpose statement is based on shared values and beliefs that guide decision making."
4. Eighty-four percent of staff agree/strongly agree with the statement, "Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body."
5. Eighty-seven percent of staff agree/strongly agree with the statement, "Our school has a continuous improvement process based on data, goals, actions, and measures for growth."

Δ Delta:

1. Fifty-seven percent of all students agree/strongly agree with the statement, "In my school, programs and services are available to help me succeed."
2. Forty-nine percent of all students agree/strongly agree with the statement, "In my school the purpose and expectations are clearly explained to me and my family."
3. Forty-seven percent of all students agree/strongly agree with the statement, "In my school, a high quality education is offered."
4. Twenty-four percent of all students agree/strongly agree with the statement, "In my school, all students are treated with respect."
5. Forty-nine percent of all students agree/strongly agree with the statement, "In my school, teachers work together to improve student learning."
6. Sixty-eight percent of parents agree/strongly agree with the statement, "Our school's purpose statement is clearly focused on student success."
7. Fifty-three percent of parents agree/strongly agree with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from parents."

Using Results for Continuous Improvement

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

1. Ninety-three percent of staff agree/strongly agree with the statement, "Our school has a systematic process for collecting, analyzing, and using data."
2. Seventy-nine percent of staff agree/strongly agree with the statement, "Our staff ensures all staff members are trained in the evaluation, interpretation, and use of data."
3. Ninety-five percent of staff agree/strongly agree with the statement, "Our school uses data to monitor student readiness and success at the next level."
4. Ninety-five percent of staff agree/strongly agree with the statement, "Our school leaders monitor data related to student achievement."

5. Ninety-five percent of staff agree/strongly agree with the statement, "Our school leaders monitor data related to school continuous improvement goals."

Δ Delta:

1. Twenty-seven percent of all students agree/strongly agree with the statement, "My school considers students' opinions when planning ways to improve the school."

2. Thirty-five percent of all students agree/strongly agree with the statement, "My school shares information about school success with my family and community members."

3. Forty-four percent of parents agree/strongly agree with the statement, "My child has administrators and teachers that monitor and inform me of his/her learning progress"



2014 LEADERSHIP ASSESSMENT/DIAGNOSTIC REVIEW ADDENDUM

Martin County School District

The purpose of this addendum is to provide feedback on progress made in addressing identified deficiencies from the 2012-2013 Leadership Assessment/Diagnostic Review Report for Martin County Schools.

Improvement Priority 1

Indicator 1.1	2012-13 Team Rating	2014-15 District Rating	2014-15 Team Rating
The system engages in a systematic, inclusive and comprehensive process to review, revise and communicate a system-wide purpose for student success.	1	3	2.33

1.1 Improvement Priority (2012-13)	District Rating	Team Rating
Establish and implement a systematic and inclusive process to review, revise and communicate a system-wide purpose and direction for student success.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

<p>District Evidence:</p> <p>New vision and mission, creation of Guided Coalition Team to create 5 year strategic process and plan, district communication plan, newsletters from all levels of district, SBDM working sessions with board, Dashboard in board room, student handbook, leadership meetings, district website, survey data</p>
<p>District Supporting Rationale:</p> <p>The superintendent’s vision for a collaborative and transparent effort led to the creation of the Guided Coalition, a team which is representative of all stakeholders. This team’s task was to create, develop, and deploy a new vision and mission that leads our continuous improvement efforts daily. The work of</p>

the Guided Coalition created core beliefs that are shared throughout the district. Further, this work has set high expectations for learning at all levels. We have multiple ways of communicating our vision and mission to all stakeholders.

Team Evidence:

- Stakeholder interviews
- Superintendent’s presentation
- Review of documents and artifacts
- Stakeholder survey data

Team Supporting Rationale:

With leadership from the superintendent and involvement from other system stakeholders, the school system has revised its vision and mission of the school district and is working on a 5-year plan through the inclusion of stakeholders in the Guided Coalition group. This refocus on the purpose and direction is known and understood by stakeholders working most closely with the Guided Coalition. However, based on interviews and survey data, this work is not yet known throughout the schools and community at large. For example, 53 percent of parents indicated that they agree/strongly agree with the statement, “Our school’s purpose statement is formally reviewed and revised with involvement from parents.” However, nearly 87 percent of staff indicated that they agree/strongly agree with the statement, “Our school’s purpose statement is formally reviewed and revised with involvement from stakeholders.”

Improvement Priority 2

Indicator 1.2	2012-13 Team Rating	2014-15 District Rating	2014-15 Team Rating
The system ensures that each school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success.	1	3	2.44

1.2 Improvement Priority (2012-13) Develop policies and procedures that will ensure that each school engages in a systematic and inclusive process to review, revise and communicate a purpose and direction for student success aligned to the school district.	School Rating	Team Rating
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

<p>District Evidence:</p> <p>School level vision and mission statements revised, School Improvement Planning Procedures, Challenge Coin, staff-student-community spotlight, Guided Coalition, Superintendent’s page, surveys</p>
<p>District Supporting Rationale:</p> <p>Through the leadership of the superintendent and established procedures, expectations for all schools have been established to ensure that their purpose and direction for student success is aligned and modeled after the district plan.</p>

<p>Team Evidence:</p> <ul style="list-style-type: none"> • Stakeholder interviews • Survey data • Review of artifacts and documents including faculty meeting agendas
<p>Team Comments:</p> <p>Interviews and a review of documentation suggest that there is need for further alignment and communication of the district vision to ensure student success and systematic monitoring. Progress is occurring through clarification of such roles as the School Liaisons and the creation of the Data Team and Data Rooms. Communication of the vision and mission has appeared on agenda items and some awareness of it was evident in core constituent interviews.</p> <p>School survey data suggests that the school has established a school purpose and direction for student success. For example, 89 percent of staff indicated that they agree/strongly agree with the statement, “Our school’s purpose statement is clearly focused on student success.” Eighty-seven percent of staff indicated that they agree/strongly agree with the statement, “Our school’s purpose statement is</p>

formally reviewed and revised with involvement from stakeholders.”

However, 68 percent of parents indicated that they agree/strongly agree with the statement, “Our school’s purpose statement is clearly focused on student success.” Fifty-three percent of parents indicated that they agree/strongly agree with the statement, “Our school’s purpose statement is formally reviewed and revised with involvement from parents.”

Improvement Priority 3

Indicators 1.3 and 2.4	2012-13 Team Rating	2014-15 District Rating	2014-15 Team Rating
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	3	2.0
2.4 Leadership and staff at all levels of the system foster a culture consistent with the system’s purpose and direction.	1	3	2.11

1.3 and 2.4 Improvement Priority (2012-13)	District Rating	Team Rating
Develop and implement strategies that will build stakeholder commitment to a system-wide culture based on shared values and beliefs about teaching and learning which support challenging, equitable educational programs and learning experiences for all students.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

District Evidence:

Professional development needs and plans, Certified Staff Evaluation Plan, Data Team meetings, district showcase, Quarterly Reports, Guided Coalition work, PDSA model, EILA provided, CSIPs, shared leadership, Sustainability plan, Leadership meetings, CT4GC, District administration meetings, District

showcase, Interventionist, Aerospace program, Standards based grading, Challenge Coin

District Supporting Rationale:

Through intentional daily efforts of the superintendent, there is a clear and consistent message to all stakeholders that our district's new "brand" brings value to a Martin County Education. His consistent and reoccurring message is supported through new educational programs and offerings at all levels of the district.

Team Evidence:

- Stakeholder interviews
- Documents of Guided Coalition Committee work
- Communication plan
- Board policy
- eleot™ data
- Professional development plan
- Superintendent presentation
- Classroom observation data
- Student performance data
- Survey data

Team Comments:

The Guided Coalition Committee has developed value and belief statements and leadership is currently working to encourage the school community to fully embrace and embody these values. While progress has been made in this area, there is concern regarding all staff committing to provide challenging educational programs and equitable learning experiences so that all students achieve learning, thinking, and life skills necessary for success. Stakeholder interviews and classroom observations in particular did not confirm a culture soundly grounded in practices that fully support programs which challenge and engage all students.

As detailed in the addendum of this report, although student performance data has improved in the last two years, it does not suggest that the system and school have been successful in establishing a culture that embraces challenging and equitable learning experiences for all students.

Survey data does not suggest that parents, students, and staff perceive that the school/system is committed to a culture that supports challenging learning experiences for all students. For example, 60 percent of parents indicated that they agree/strongly agree with the statement, "Our school has high expectations for students in all classes." Forty-nine percent of parents indicated that they agree/strongly agree with the statement, "All of my child's teachers provide an equitable curriculum that meets his/her learning needs."

In surveys, 47 percent of students indicated that they agree/strongly agree with the statement, "In my school, a high quality education is offered." Fifty-eight percent of students indicated that they agree/strongly agree with the statement, "In my school, the principal and teachers have high

expectations of me.”

Eighty-six percent of staff indicated that they agree/strongly agree with the statement, “In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking and life skills.”

Improvement Priority 4

Indicator 2.5	2012-13 Team Rating	2014-15 District Rating	2014-15 Team Rating
Leadership engages stakeholders effectively in support of the system’s purpose and direction.	1	3	2.22

2.5 Improvement Priority (2012-13)	District Rating	Team Rating
Develop opportunities for improving stakeholder communications and engagement. Examine ways to involve stakeholders in shaping decisions, providing feedback, working collaboratively on system improvement efforts, and in providing meaningful leadership roles.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	X
This Improvement Priority has been partially addressed.		
There is little or no evidence that this Improvement Priority has been addressed.		

District Evidence:

Communication plan, guided coalition, screen shots from surveys, stakeholder communication

District Supporting Rationale:

To engage in meaningful two-way communication, the superintendent has led efforts to obtain stakeholder input in district decision making through the Guided Coalition, email communications, and survey data. This level of shared leadership fosters collaborative, transparent, and continuous improvement at all levels of the system.

Team Evidence:

- Guided Coalition composition, meeting agenda, and meeting minutes
- District communication plan

- Evidence of frequent communication to the board and district staff regarding progress and vision.
- Leadership roles defined within the central office team and between the central office team and school leadership
- Stakeholder survey data
- Feedback information regarding district mission and vision
- Stakeholder and staff interviews
- Superintendent overview
- Review of documents and artifacts

Team Comments:

The Guided Coalition involves stakeholders from several groups and serves as an effective way to build understanding and support for the system purpose and direction as well as to gather feedback. The development of a communication plan coupled with the evidence of frequent communication to stakeholders shows a clear effort to improve transparency and to promote a positive culture of improvement focused on student success. The intentionality of the superintendent to highlight positives through the use of a “superintendent coin” and staff/student/school recognition at the Board meetings helps involve stakeholders in a positive manner, and helps to build a sense of ownership and shared responsibility among stakeholders in school/system success and effectiveness.

Survey data with regard to stakeholder engagement, involvement and communication is mixed and may suggest that initial efforts to improve in these areas has not yet been fully embraced or implemented system-wide. Results show limited agreement among staff, parents and students that the system and school have developed and fully implemented effective strategies for stakeholders. For example:

1. Seventy-six percent of staff indicated that they agree/strongly agree with the statement, “Our school’s leaders provide opportunities for stakeholders to be involved in the school.” Fifty-five percent of staff indicated that they agree/strongly agree with the statement, “In our school, all school personnel regularly engage families in their children are learning progress.”
2. Forty-five percent of parents indicated that they agree/strongly agree with the statement, “Our school provides opportunities for stakeholders to be involved in the school.”
3. Thirty-one percent of students indicated that they agree/strongly agree with the statement, “My school offers opportunities for my family to become involved in school activities and my learning.”

Improvement Priority 5

Indicators 2.6 and 3.4	2012-13 Team Rating	2014-15 District Rating	2014-15 Team Rating
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	3	2.0

3.4 System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	1	3	1.88
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2.6 and 3.4 Improvement Priority (2012-13)	District Rating	Team Rating
Develop and implement policies and practices that will ensure leadership and staff monitoring, supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

<p>District Evidence:</p> <p>Informal formative walkthrough process (ELEOT), Certified Evaluation Plan, job descriptions, organizational chart, school monitoring data, action learning project, curriculum coach, curriculum, data team, district showcase, professional development plan, TELL survey, professional Learning day, vertical alignment</p>
<p>District Supporting Rationale:</p> <p>Through the leadership of the superintendent, practices and protocols for monitoring, supervising, and evaluating professional practice are seamlessly aligned to student achievement. Continuous improvement efforts through professional learning communities, adhering to the plan-do-study-act (PDSA) model, as well as intentional monitoring of school liaisons and district data team, provide all levels of the system data points to monitor student success.</p>
<p>Team Evidence:</p> <ul style="list-style-type: none"> • Certified Evaluation Plan • Walkthrough document • eleot™ observations • Student performance data • PLC documented structure • Professional development plan • Superintendent Overview • District Staff Interviews • Principal Interview • School Report Card • Review of documents and artifacts

Team Comments:

District leadership has worked to improve instructional practices throughout the system through the use of a common walkthrough instrument and an Instructional Rounds process, the scheduling frequent PLCs, and more targeted professional development. This area remains only partially addressed as eleot™ and PLC observations reveal that the plans in place for improvement have not produced the desired effects. The eleot™ data shows continued need for improvement in instructional practice and PLC observations reveal unclear processes and procedures.

Teachers and administrators have received training on the continuous improvement cycle and the use of the plan-do-study-act (PDSA) quality tool to use as a model for Professional Learning Communities. However, leadership has not been effective in monitoring Professional Learning Communities for implementation and effectiveness in improving teacher professional practice, student engagement, and success.

Improvement Priority 6

Indicators 3.1 and 3.2	2012-13 Team Rating	2014-15 District Rating	2014-15 Team Rating
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	3	1.77
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	3	2.0

3.1 and 3.2 Improvement Priority (2012-13)	District Rating	Team Rating
Redesign curriculum management procedures to ensure that: 1) Students across the system receive challenging and equitable opportunities to develop learning skills, thinking skills and life skills that will ensure success at the next level; 2) like courses/classes have equivalent learning expectations; 3) differentiated learning activities are provided consistently; and 4) curriculum, instruction and assessment throughout the system are aligned and adjusted in response to data from multiple sources.		
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.		
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District Evidence:

College and career readiness, curriculum coach process, data team, vertical alignment, instructional rounds process, lesson plan process, quarterly reporting, professional development process, professional learning community process, quarterly reporting process, readiness plan, walkthrough process, assessment process, curriculum document, progress report, standards-based grading rollout, assessment protocols, writing plan, assessments, lesson plans

District Supporting Rationale:

Through the process management leadership style of the superintendent, the district has established a district data team to analyze multiple assessments and then use the analysis to drive Student Assistance Team meetings at schools to create intentional plans for any student not showing progress. The full implementation of standards-based grading across the district streamlines what all students should know and be able to do. Further, we offer high school credit at our middle school as well as dual credit at our high school to ensure readiness at the next level.

- Team Evidence:
- Curriculum Maps
 - High school schedule
 - Review of documents and artifacts
 - District and school leadership interviews
 - eleot™ observations
 - Superintendent Presentation
 - Staff and Community Interviews
 - Surveys
 - eleot Classroom Observations
 - School Report Card

Team Comments:

1) As detailed previously in this report, classroom observation data does not indicate curriculum and learning experiences are sufficiently rigorous to prepare students for success at the next level. Few teachers differentiate or use high-yield instructional strategies to enhance student learning.

2) PLC observations suggest that protocols are not followed or developed. PLCs are in the early stages of development for data analysis and lack focused next steps and monitoring necessary for effective continuous improvement.

3) Interviews, classroom observations, and survey data do not indicate that curriculum, instruction, and assessment throughout the system are adjusted in response to data from multiple sources. Sixty-seven percent of staff indicated that they agree/strongly agree with the statement, “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.” In addition, only 24 percent of students indicated that they agree/strongly agree with the statement,

“All of my teachers change their teaching to meet my learning needs.”

Improvement Priority 7

Indicator 3.3	2012-13 Team Rating	2014-15 District Rating	2014-15 Team Rating
Teachers throughout the school system engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1	2	1.66

3.3 Improvement Priority (2012-13)	District Rating	Team Rating
Develop processes and procedures that will ensure achievement of learning expectations through the use of instructional practices that actively engage all learners.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	X
There is little or no evidence that this Improvement Priority has been addressed.		

District Evidence:

Professional development schedule, Arts and Humanities, Battle of Classes, CT4GC, “informal formative” walkthrough data, instructional rounds process, assessments, Effective Instructional Leadership Act (EILA) offerings, newsletters

District Supporting Rationale:

District leadership is making an intentional plan to ensure all learners are actively engaged. We are participating with AdvancEd in utilizing the ELEOT instrument as an informal walkthrough data sheet at all levels of the system. This is our first year in the pilot program and our processes are still being refined.

Team Evidence:

- Superintendent overview
- District staff interviews
- Principal interview

- eleot classroom observations
- School Report Card
- Review of documents and artifacts

Team Comments:

As detailed previously in this report, classroom observation data indicated very uneven levels of student engagement, rigor, differentiation, etc. focused on improving student performance. Performance data also suggests that students are not consistently exposed to learning environments marked by high expectations, rigor, differentiation, and so forth.

Instructional Rounds, informal walkthroughs, and professional development opportunities are some of the processes and systems that the district has in place to address instructional quality and effectiveness. However, all are in the early stages of implementation and have not yet resulted in higher levels of student achievement and consistent implementation of classroom practices focused on high expectations, student engagement, and critical thinking. In order to ensure sustainability, the district will need to monitor, evaluate, and adjust these processes.

Improvement Priority 8

Indicator 3.6	2012-13 Team Rating	2014-15 District Rating	2014-15 Team Rating
Teachers implement the system’s instructional process in support of student learning.	1	2	1.88

3.6 Improvement Priority (2012-13)	District Rating	Team Rating
Establish a system-wide instructional process in support of student learning that will ensure all students are informed about learning expectations and standards of performance. Ensure that the process (1) provides students with exemplars; (2) includes multiple measures, such as formative assessments, to inform the ongoing modification of instruction; (3) and provides specific and immediate feedback to students about their learning.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	X
There is little or no evidence that this Improvement Priority has been addressed.		

District Evidence:

Standards-based grading, curriculum process, “informal formative” walkthrough data, instructional rounds schedules, lesson plan process, assessments, walkthrough process

District Supporting Rationale:

Our district level leadership has created an intentional focus on increased student achievement through the use of what we have termed “informal formatives,” a district level walkthrough process using AdvancED’s ELEOT document that focus on student’s learning. Our data tells us that all students do not have access to exemplars, immediate feedback is not always consistent, and the use of multiple measures does not always inform instructional practices.

Team Evidence:

- Stakeholder interviews
- Documentation regarding Instructional Rounds and informal walk-throughs
- eleot™ classroom observations
- Student performance data
- Stakeholder survey data

Team Comments:

Interviews and the review of documents and artifacts indicate that although the system has begun to increase its focus on improved student achievement, teachers do not systematically use an instructional process that systematically informs students of the standards of performance or uses formative assessment to guide modifications to instruction. Although there are multiple measures for assessment, evidence is limited regarding how the formative assessments are used to inform the ongoing modification of instruction.

Stakeholder survey data does not suggest broad agreement among parents, students and staff that a well-defined instructional process exists across the district.

1) Fifty-nine percent of students indicated that they agree/strongly agree with the statement, “My school gives me multiple assessments to check my understanding of what was taught.” Fifty-three percent of students indicated that they agree/strongly agree that their teachers “explain their expectations for learning and behavior so I can be successful.”

2) Seventy-four percent of parents indicated that they agree/strongly agree with the statement, “My child knows the expectations for learning in all classes.” Fifty-nine percent of parents indicated that they agree/strongly agree that their child is “given multiple assessments to measure his/her understanding of what was taught.”

3) Eighty-four percent of staff indicated that they agree/strongly agree that “all teachers in our school use a process to inform students of their learning expectations and standards of performance.”

However, only 67 percent of staff agree/strongly agree with the statement, “All teachers in our school use multiple types of assessment to modify instruction and to revise the curriculum.”

Improvement Priority 9

Indicator 3.7	2012-13 Team Rating	2014-15 District Rating	2014-15 Team Rating
Mentoring, coaching and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	1	2	1.88

3.7 Improvement Priority (2012-13) Develop mentoring, coaching and induction programs for teachers that support instructional improvement consistent with the system's values and beliefs about teaching and learning.	District Rating	Team Rating
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	X
There is little or no evidence that this Improvement Priority has been addressed.		

<p>District Evidence:</p> <p>Coaching schedule, logs, weekly documentation, process, induction meeting, KY teacher intern program, new teacher logs, peer observations</p>
<p>District Supporting Rationale:</p> <p>The district is in the beginning stages of developing a support system for teachers with zero to two years of experience. Our continuous improvement processes are being refined as we move forward to ensure our teaching and learning are consistent with our values and beliefs.</p>

<p>Team Evidence:</p> <ul style="list-style-type: none"> • Interviews • Documentation of meetings with new staff • Documentation from informal walkthroughs and instructional rounds • Review Team observations of classrooms and PLC meetings • Survey data • Classroom observations

Team Comments:

The district has the beginnings of a mentoring program with a district office staff member selected as the point person or coach for new staff members. However, there is not an established protocol or formalized structure for mentoring and coaching. There are PLC's operating daily throughout the system and new staff members participate in these meetings.

As detailed earlier in this report, classroom observations indicate widely varying levels of effectiveness with regard to student engagement, use of differentiated learning approaches, use of higher order thinking, and academic rigor, suggesting that the district has not established effective coaching and mentoring programs that are helping to ensure the existence of highly effective learning environments in all classrooms.

Survey data does not support the existence of effective coaching, induction, and mentoring programs. Only 56 percent of staff indicated that they agree/strongly agree with the statement, "In our school, staff members provide peer coaching to teachers." Fifty-six percent of staff indicated that they agree/strongly agree with the statement, "In our school, a formal process is in place to support new staff members in their professional practice."

Improvement Priority 10

Indicator 3.8	2012-13 Team Rating	2014-15 District Rating	2014-15 Team Rating
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	3	2.0

3.8 Improvement Priority (2012-13)	District Rating	Team Rating
Design, implement and evaluate programs that provide meaningful engagement of families in their children's learning process and provide them with multiple ways of staying informed of their children's learning progress. Use the "Missing Piece" and other resources available through the Prichard Committee to guide the development of these programs.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

District Evidence:

Unite to Read, Battle of Classes, Bornlearning, communication process, standards-based grading, Head start recruitment, Love to Read, newsletters, report card schedule, faculty meetings, stakeholder communication, Missing Piece, home visits

District Comments:

The district has made an intentional effort to focus on parents and guardians. We offer a multitude of programs and events to involve parents the opportunity to be involved. We have written and have been awarded several grants to help support the vision and mission of the system, and we have partnered with our local community center to host monthly reading events in order to demonstrate the importance of literacy and student success.

Team Evidence:

- Stakeholder interviews
- Review of artifacts
- Stakeholder surveys

Team Comments:

Interviews and documentation indicate that while opportunities exist for parents to be involved, a comprehensive, intentional parent involvement plan was not evident. A review of artifacts indicated that a communication plan exists for informing stakeholders, but there is a lack of opportunities of two-way communication with all parents. Parent interviews also indicated that grades are not being consistently entered into the Infinite Campus Parent Portal, causing families to feel uninformed regarding the progress their children are making academically.

Parent, student, and staff survey data consistently suggest that parent engagement, involvement, and communication is limited.

1) Forty-five percent of parents indicated that they agree/strongly agree that the school “provides opportunities for stakeholder to be involved in the school.”

2) Forty-one percent of parents indicated that they agree/strongly agree with the statement, “All of my child’s teachers keep me informed regularly of how my child is being graded.”

3) Fifty-six percent of staff indicated that they agree/strongly agree with the statement, “In our school, all school personnel regularly engage families in their children’s learning progress.”

4) Seventy-six percent of staff agree/strongly agree that “our school leaders provide opportunities for stakeholders to be involved in the school.”

5) Only 31 percent of students agree/strongly agree with the statement, “My school offers opportunities for my family to become involved in school activities and my learning.”

Improvement Priority 11

Indicator 3.10	2012-13 Team Rating	2014-15 District Rating	2014-15 Team Rating
Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	1	3	2.0

3.10 Improvement Priority (2012-13) Develop grading and reporting policies and practices based on clearly defined criteria that represent the attainment of content knowledge and skills and that are consistent across grade levels and courses. Ensure that policies, processes and procedures are monitored as well as formally and regularly evaluated.	District Rating	Team Rating
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	
This Improvement Priority has been partially addressed.		X
There is little or no evidence that this Improvement Priority has been addressed.		

<p>District Evidence:</p> <p>Standards based grading brochure, progress monitoring, progress report, roll out plan, professional development plan, rubrics, professional learning days, grading policy</p>
<p>District Supporting Rationale:</p> <p>The district has been in the process of rolling out standards-based grading districtwide over the last three years. This school year we began full implementation. Through the data team and district progress monitoring efforts, we are identifying inconsistencies of clearly defined criteria consistent with common core standards.</p>
<p>Team Evidence:</p> <ul style="list-style-type: none"> • Parent interviews • Stakeholder interviews • Review of artifacts • Stakeholder survey data • Student performance data • Classroom observation data

Team Comments:

While the district is in the third year of its standards based grading initiative, interviews with parents and other stakeholders revealed that some confusion and questions still exist about what it is and how it works. Parent interviews also indicated that grades are not being consistently entered into Infinite Campus (Parent Portal), causing them to feel uninformed regarding the progress their children are making academically. The district supporting rationale narrative states that inconsistencies still exist regarding standards based grading.

Staff survey data also confirms possible inconsistencies regarding the implementation of consistent grading and reporting policies. For example, 77 percent of staff indicated that they agree/strongly agree with the statement, "All teachers in our school provide students with specific and timely feedback about their learning." Sixty-seven percent of staff indicated that they agree/strongly agree with the statement, "All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria." Fifty-five percent of students indicated that they agree/strongly agree with the statement, "All of my teachers fairly grade and evaluate my work."

Student performance data and classroom observation data suggest the need for a more rigorous curriculum and instructional approach that will help ensure next level preparedness. Grading and reporting policies and practices that ensure grades are based on clearly defined criteria that represent the attainment of content knowledge (i.e., standards-based grading) are one strategy for appropriately increasing rigor and helping to ensure all students are benefiting from challenging learning experiences.

Improvement Priority 12

Indicator 4.3	2012-13 Team Rating	2014-15 District Rating	2014-15 Team Rating
The system maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	1	3	2.33

4.3 Improvement Priority (2012-13)	District Rating	Team Rating
<p>Ensure a safe, clean and healthy environment for all students and staff is provided:</p> <p>(1) Create an expectation through the establishment of policies and practices that will ensure safety drills, i.e, fire and tornado, are consistently carried out, monitored and well documented for all schools by the district.</p> <p>(2) Ensure that the findings of the Kentucky Center for School Safety assessment conducted in November, 2011, are fully addressed. Further ensure that any safety conditions identified in the report are monitored to assure no reoccurrence.</p> <p>(3) Establish definitions and expectations for maintaining safety,</p>		

cleanliness and safety for a healthy environment. Establish valid measures that allow for continuous tracking of these conditions.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	X
This Improvement Priority has been partially addressed.		
There is little or no evidence that this Improvement Priority has been addressed.		

<p>District Evidence:</p> <p>Maintenance of custodial supplies, emergency management plans, hazardous material forms, safety audit summary, KEMI training, safety reports for SCHS and MCMS, surveys, snow plan, APQC sessions with Process and Performance Management, asbestos training, staff trainings, safety training schedule, bus driver meetings, bus inventory, custodial meetings, custodian lists, daily cleaning checklist, safety assurances, safety policies, drills, OSHA training, playground inspection, process for bus routing, safe school allocation report, safety cleaning, safety committee, safety plan, school cancellation process, school inspection form, school maintenance request form, school safety diagnostic, school safety project budget, severe weather, transportation meetings, weekly reports</p>
<p>District Supporting Rationale:</p> <p>The district has made an intentional effort to address the maintenance of facilities, services, and equipment. By implementing these processes we are providing a safe and healthy learning environment for all students and staff. Measures have been developed for continuous progress monitoring of these conditions. The systems approach is followed at all levels of the system. District-wide safety training was provided to all staff members. Recent safety audits have been conducted and teams have met to ensure deficiencies are being addressed. Training has been delivered to all staff members on handling hazardous materials. In addition, the superintendent wrote and was awarded a Process and Performance Management grant. Our first process aligned was transportation.</p>
<p>Team Evidence:</p> <ul style="list-style-type: none"> • Emergency management plans • Hazardous material forms • Safety audit summary • Safety reports for SCHS and MCMS • Surveys • Snow plan • APQC sessions with Process and Performance Management • Asbestos training • Staff trainings • Safety training schedule • Bus driver meetings • Bus inventory • Custodial meetings • Custodian lists • Daily cleaning checklist

- Safety assurances
- Safety policies
- Drills
- OSHA training
- Playground inspection
- Process for bus routing
- Safe school allocation report
- Safety cleaning
- Safety committee
- Safety plan
- School cancellation process
- School inspection form
- School maintenance request form
- School safety diagnostic
- School safety project budget
- Severe weather
- Transportation meetings
- Weekly reports
- Interviews
- Classroom and school observations

Team Comments:

Through the process of reviewing documents, conducting interviews, and visiting Sheldon Clark High School, it is evident that the district has made an intentional effort to address the maintenance of facilities, services, and equipment. By implementing these processes the district is providing a safe and healthy learning environment for all students and staff. Measures have been developed for continuous progress monitoring of these conditions.

While interviews, observations, and review of documentation indicate that the system is addressing building safety and cleanliness, stakeholder perceptions regarding these issues are not entirely favorable and warrant continued monitoring by school/system leaders. Fifty-seven percent of parents indicated that they agree/strongly agree with the statement, "Our school provides a safe learning environment." Sixty-five percent of staff indicated that they agree/strongly agree with the statement, "Our school maintains facilities that support student learning." Only 15 percent of students indicated that they agree/strongly agree with the statement, "In my school, the building and grounds are safe, clean, and provide a healthy place for learning."

Improvement Priority 13

Indicator 5.4	2012-13 Team Rating	2014-15 District Rating	2014-15 Team Rating
The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	1	2	2.33

5.4 Improvement Priority (2012-13)	District Rating	Team Rating
Develop processes that can be implemented continuously to determine verifiable improvement in student learning, including readiness for and success at the next level.		
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.		
This Improvement Priority has been partially addressed.	X	X
There is little or no evidence that this Improvement Priority has been addressed.		

<p>District Evidence:</p> <p>Revised CSIP-CDIP procedure, data team, school monitoring, informal/formative walkthrough process, standards-based grading, vertical alignment, work ready community, data analysis reports, quarterly reporting, PDSA model</p>
<p>District Supporting Rationale:</p> <p>While the district is engaging in continuous improvement at all levels of the system, we are still in the beginning stages of ensuring all students are ready for success at the next level. Many processes have been developed and deployed to monitor verifiable improvement such as districtwide standards-based grading, vertical alignment, PDSA, and quarterly reporting at all levels. Regular meetings of the data team analyze data and provide all schools evidence to assist in data-driven decisions to promote success at the next level. However, our results indicate mixed levels of improvement. School personnel sometimes use improvement action plans related to student learning, including readiness for and success at the next level, but our system is not yet systematic and consistent in using these results for intentional continuous improvements ensuring success at next level.</p>

<p>Team Evidence:</p> <ul style="list-style-type: none"> • Informal/formative walkthrough process for monitoring • Data reports • Quarterly reports • District and school improvement processes - recent revisions • Professional Learning Communities documentation • Student performance data
<p>Team Comments:</p> <p>This Improvement Priority has been partially addressed through many processes that have been developed to monitor and verify student growth and readiness for the next level. Professional Learning</p>

Communities (PLCs), Data Teams, revised improvement processes, informal walkthroughs, Instructional Rounds, initial training for data analysis and use in driving instruction, and the early stages of a system-wide formal grading structure are initiatives and structures that are all in the beginning stages of implementation in the school system. These processes are not fully embedded into the culture of the school district. To ensure sustainability and determine verifiable improvement in student learning and readiness for the next level, the school system must monitor, evaluate, and adjust accordingly.

Improvement Priority 14

Indicator 5.5	2012-13 Team Rating	2014-15 District Rating	2014-15 Team Rating
System and school leaders monitor and communicate comprehensive information about student learning, school performance and the achievement of system and school improvement goals to stakeholders.	1	3	2.0

5.5 Improvement Priority (2012-13) Ensure that school and system leadership monitor and communicate comprehensive information about student learning and the conditions that support learning to stakeholders including parents and students.	District Rating	Team Rating
This Improvement Priority has been addressed in an exemplary manner.		
This Improvement Priority has been addressed satisfactorily.	X	X
This Improvement Priority has been partially addressed.		
There is little or no evidence that this Improvement Priority has been addressed.		

District Evidence:

Communication plan and process, spotlight, district administrative meetings, school monitoring, Guided Coalition, newsletters, SBDM work sessions with Board, quarterly reporting, SCHS leadership meetings, Big Rock Plans, district webpage, Twitter

District Supporting Rationale:

Through the leadership of the superintendent, the district has created a multitude of pathways to monitor and communicate information about student learning to all stakeholders. With a revised communication plan, Mr. Meadows led the process to create opportunities to communicate as well as monitoring and supporting all levels of the system. Further, the Martin County District Guided Coalition team evolved in an intentional effort to communicate and involve all stakeholders in our current reality about student learning and the needed conditions that support learning.

Team Evidence:

- Communication Plan
- Guided Coalition documentation
- Quarterly reports
- Big Rock Plan
- District website
- Documentation of board meetings
- Work Ready community teams
- Grade portals for parents

Team Comments:

The superintendent's shared leadership style, which has been well documented in interviews and review of artifacts, has empowered district and school leaders to focus on student achievement and communicate information about student learning and system goals to all stakeholders. The formation of the Guided Coalition has been instrumental in meaningfully involving parents and external stakeholders in discussions about improving student performance and the conditions that support learning. Documentation reveals that multiple delivery methods are being used to convey results of student learning and system effectiveness to the broader community and parents, including print and non-print formats.

Survey data suggests additional leverage points for improvement. Slightly more than 95 percent of staff indicated that they agree/strongly agree with the statement, "Our school leaders monitor data related to student achievement." However, only 35 percent of students indicated that they agree/strongly agree with the statement, "My school shares information about school success with my family and community members." Approximately 51 percent of parents indicated that they agree/strongly agree with the statement, "Our school ensures that all staff members monitor and report the achievement of school goals."

Student Performance Results

Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2013-2014	64.3	65.3	68.0	Yes	Yes	No
2012-2013	50.6	51.6	58.4	Yes	Yes	Yes

Plus

- Met AMO goal for two consecutive years
- Exceeded AMO goal in 2013-14 by 2.7 points

Delta

- Did not meet graduation rate goal for 2013-14

Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP End-of-Course Assessments at the School and in the State (2011-2012, 2012-2013, 2013-2014)

Content Area	%P/D School (11-12)	%P/D State (11-12)	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)
English II	34.4	52.2	50.4	55.8	46.9	55.4
Algebra II	29.4	40.0	40.3	36.0	42.2	37.9
Biology	20.0	30.3	32.5	36.3	32.5	39.8
U.S. History	40.8	39.5	20.3	51.3	48.7	58.0
Writing	27.7	43.9	33	48.2	25.5	43.3
Language Mech.	34.8	50.7	41.7	51.4	38.6	49.9

Plus

- English II, Algebra II, Biology, U.S. History, and Language Mechanics showed a positive gain from 2011-12 to 2013-14.
- The percentage of Algebra II students scoring at proficient/distinguished levels is 4.3 points above the percentage of students scoring at proficient/distinguished levels in the state overall for the 2013-14 school year.
- The percentage of students scoring at proficient/distinguished levels in English II, Algebra II, and Biology increased by more than 12 points over the last three years.

Delta

- With the exception of Algebra II, the percentage of students scoring at proficient/distinguished levels was below the percentage of students scoring at proficient/distinguished levels in the state overall in all content areas for the 2013-14 school year.
- Writing performance decreased by 2.2 points from 2011-12 to 2013-14.
- The percentage of students scoring proficient/distinguished in writing is 25.5, which is the lowest of all content areas for the 2013-14 school year.

Average Score on PLAN, Grade 10, at the School and in the State (2011-2012, 2012-2013, 2013-2014)

Content Area	Avg. Score School (11-12)	Avg. Score State (11-12)	Avg. Score School (12-13)	Avg. Score State (12-13)	Avg. Score School (13-14)	Avg. Score State (13-14)
English	14.0	16.1	15.2	16.6	15.2	16.5
Math	15.2	16.8	16.0	17.1	15.5	16.9
Reading	15.0	16.6	16.2	16.8	15.6	16.7
Science	16.7	17.9	17.3	18.1	17.3	18.1
Composite	15.4	17.0	16.3	17.3	16.1	17.2

Plus

- English, math, reading, and science showed gains from 2011-12 to 2013-14.
- English showed the greatest gain of any content area with a 1.2 point increase in average score from 2011-12 to 2013-14.

Delta

- English, math, reading, and science scores for the 2013-14 school year all lag behind average state scores in those same content areas.

- Math and reading scores decreased between 2012-13 and 2013-14, while English and science scores remained constant.
- Math scores show the largest gap between school and state scores, lagging behind the state average by 1.4 points. English scores are 1.3 points lower than the average state score.

Average Score on ACT, Grade 11, at the School and in the State (2011-2012, 2012-2013, 2013-2014)

Content Area	Avg. Score School (11-12)	Avg. Score State (11-12)	Avg. Score School (12-13)	Avg. Score State (12-13)	Avg. Score School (13-14)	Avg. Score State (13-14)
English	14.6	18.4	15.3	18.4	16.5	18.7
Math	16.2	18.8	16.8	18.9	17.3	19.2
Reading	16.8	19.0	17.2	19.4	18.3	19.6
Science	16.6	19.1	17.7	19.5	18.8	19.6
Composite	16.2	19.0	16.9	19.2	17.9	19.4

Plus

- English, math, reading, and science showed gains from 2011-12 to 2013-14.
- Science showed the greatest gain of any content area with a 2.2 point increase in the average score from 2011-12 to 2013-14.
- Science is currently only 0.8 of a point below the average state score.
- The average score in every content area increased between 2011-12 and 2013-14.

Delta

- English, math, reading, and science scores for the 2013-14 school year all lag behind average state scores in those content areas.
- English scores show the largest gap between school and state scores in any content area, lagging behind the state average by 2.2 points.

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

Tested Area (2013-2014)	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	46.0	44.9	NO	44.4	41.1	NO
Reading	47.8	46.5	NO	42.1	42.3	YES
Math	44.2	43.3	NO	46.6	39.8	NO
Science	36.1	32.7	NO	30.3	23.7	NO
Social Studies	52.2	49.1	NO	52.0	39.0	NO
Writing	42.3	25.8	NO	37.8	21.2	NO

Plus

- The Reading Gap Delivery Target was met for 2013-14.

Delta

- None of the Proficiency Delivery Targets for the 2013-14 year were met.

School Achievement of College and Career Readiness (CCR) and Graduation Rate Delivery Targets (2013-2014)

Delivery Target Type	Delivery Target (School)	Actual Score (School)	Actual Score (State)	Met Target (Yes or No)
College and Career Readiness	51.4	56.3	62.5	YES
Graduation Rate	92.6	89.8	87.5	No

Plus

- The College and Career Readiness delivery target was met.

Delta

- The Graduation Rate delivery target was not met.

Program Reviews 2013-2014						
Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development (3 pts possible)	Administrative/ Leadership Support (3 pts possible)	Total Score (12 points possible)	Classification
Arts and Humanities	2.18	1.71	1.89	2.10	7.9	Needs Improvement
Practical Living	2.43	3.00	2.33	2.50	10.3	Proficient
Writing	1.67	1.88	2.11	2.29	8.0	Proficient

Plus

- Practical Living and Writing were classified as Proficient for 2013-14.
- In Practical Living, the formative and summative assessment standard has the highest score of any standard in the three program review areas with a perfect 3.0 score.

Delta

- Arts and Humanities is classified as Needs Improvement for 2013-14.
- In Writing, the curriculum and instruction standard has the lowest score of any standard in the three program review areas.

Summary of Student Performance Data:

According to School Report Card data, the district exceeded its AMO goal but did not meet its graduation rate goal. Over the course of the last three K-PREP assessment cycles, the percentage of students scoring at proficient and/or distinguished levels increased on the Algebra II End-of-Course (EOC) Assessment. Results from US History show a decrease from 2011-2012 to 2012-2013, but the percentage of students scoring at the proficient and/or distinguished levels more than doubled from 2012-2013 to 2013-2014. After showing increases from 2011-2012 to 2012-2013, the percentage of students scoring at the proficient and distinguished levels decreased for English II, writing, and language mechanics from 2012-2013 to 2013-2014. Biology results remained static from 2012-2013 to 2013-2014. In addition, 2013-2014 data indicates scores above the state average in Algebra II, but below the state averages in all other assessed areas.

Average PLAN scores increased in all assessed content areas from 2011-2012 to 2012-2013. However, from 2012-2013 to 2013-2014 math, reading, and composite scores show decreases while English and science scores remained unchanged. Average PLAN scores for 2013-14 lag behind state averages in all

assessed content areas. The average science score is closest to the state average with a difference of only 0.8 of a point. The largest identified gap between district and state average scores is in math, with a difference of 1.4 points.

Average ACT scores show steady increases in all assessed content areas (English, math, reading, and science) from 2011-2012 to 2013-2014. However, a comparison of district to state data indicates that district averages lag behind state averages in all areas. The largest score increase is in science with a gain of 2.2 points from 2011-2012 to 2013-2014. The largest gap between district and state average scores is in English with a difference of 2.2 points from 2012-2013 to 2013-2014. In contrast, science scores are closest to the state average with a difference of just 0.8 of a point.

In 2013-2014, Proficiency Delivery Targets for combined reading and math, reading, math, science, social studies and writing were not met. The Reading Gap Delivery Target was met. Targets for combined reading and math, math, science, social studies, and writing were not met.

The district exceeded its College and Career Readiness (CCR) Delivery Target of 51.4 with a score of 56.3. The Graduation Rate Delivery Target of 92.6 was not met, but the district score of 89.8 is above the state average of 87.5.

2013-2014 program review data shows proficient scores in both Practical Living (10.3) and Writing (8.0). However, Art and Humanities was classified as Needs Improvement with a total score of 7.9. Curriculum and Instruction received the lowest rating in Writing, Formative and Summative Assessment was the lowest scoring area in Arts and Humanities, and Professional Development received the lowest rating in Practical Living. Conversely, Curriculum and Instruction was scored the highest in Arts and Humanities, Formative and Summative Assessment had the highest rating in Practical Living, and Administrative/Leadership Support received the highest rating in Writing.

District Diagnostic Review Summary Report

Martin County

School District

2/08/2015 – 2/11/2015

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

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

District Authority:

District leadership does have the ability to manage the intervention of Sheldon Clark High School.

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

Commissioner, Kentucky Department of Education

_____ Date: _____

I have received the diagnostic review report for Martin County School District and Sheldon Clark High School.

Superintendent, Martin County

_____ Date: _____